

PROFESSIONAL PROFILE FOR CONDUCTOR OF CONDUCTIVE EDUCATION SWEDEN (SWE CPP)

Conductive Education (CE) is a system of special education intended for upbringing and pedagogical re/habilitation for persons with neuro-motor impairment. The Conductor is a specialist educated to perform the concept Conductive Education. In Sweden, we believe that Conductive Education is executed if, and only if, an acknowledged Conductor leads a complex CE program.

Acknowledged academic degrees:

Conductor BA (Bachelor, BA level) or in other words; Basic specialty designation:
CONDUCTOR

Acquired educational levels and professional qualifications to be shown in the basic specialty training diploma:

Educational level: **Conductor** (baccalaureus, bachelor, abbreviated as: BA)

Professional qualification: **Conductor** (specialisation to be mentioned in parentheses)

Specialisation: kindergarten/nursery school teacher, primary school teacher

Current places to reach Conductor BA:

- Andras Pető College, Budapest, Hungary
- Birmingham City University, Birmingham, UK

SWE CPP consists of the following attachments:

1. Underlying Principles
2. Range of Activity
3. The Conductor
4. Training and Outcome Requirements
5. Code of Practise
6. Core Theories
7. Collaborating Organizations

1. Underlying Principles

1.1. Origin

The term ‘conduction’, along with the system of conductive education based upon it, and conductive education were developed in Hungary by the physician Prof. András Petö (mainly for people with cerebral palsy) in the 40’s and 50’s of the 20th century. His assumption was that disabilities can also be understood as complex learning difficulties. This means that even individuals with severe disabilities can acquire competencies in certain activities under optimal learning conditions.

Today, its fundamental principles are recognized worldwide and have recently been validated in studies about the way humans learn by the following sciences: Medicine, Psychology, Pedagogy, Sports sciences, Sociology etc.

Although conductive education is practiced as an education concept for disabled children and non-disabled children, it is also a conductive system for disabled individuals in conductive facilities and inclusion that employs special education, remedial education and medical therapy.

1.2. Definition

- Conductive = lead, develop – in order to make the target person more self dependent
- At every step of interaction with the disabled person conductors merge their interdisciplinary, in equal measure therapeutic and pedagogical skills and competencies to achieve a result. The resulting complexity leads to a higher quality of interaction (by including all levels of personality) and individual learning.
- Conductors intentionally lead the clients in the course of the conductive learning process to the greatest possible activity, to the development of independence and self-direction.
- Conductors systematically and purposefully develop all learning processes based on conductive observation.
- Because the abilities and skills achieved can be applied immediately in every day life, the purpose and usefulness is constantly visible to the clients.

1.3. The goal of conduction

The goal of conduction is always to attain the highest level of conscious, self-directed development of the entire personality. On the basis of socio-emotional competence, the following is to be achieved:

- Achieving and retaining the highest possible quality of life
- Greatest possible independence from other people
- Greatest possible independence from technical aids
- Autonomous utilisation of resources as much as possible
- Being able to live as independently as possible

- Social integration or inclusion, as applicable
- Dynamic integration/inclusion into mainstream education as early as possible
- Integration/participation in the work force or inclusion in the workforce from the very start
- The ability to work towards achieving their level of potential

2. Range of Activity

2.1 Target groups, assessment of indications and defining the scope of conduction

Conductive Education can be successfully applied to help disabled and non-disabled individuals – across the life span with syndromes such as:

- Varying forms of Infantile Cerebral Palsy (ICP)
- Multiple learning disorder (MLD), Profound/multiple learning disability (PMLD), Severe learning disorder (SLD)
- Spina Bifida
- Perceptual disorders
- Apraxia
- Muscular hypotonia syndrome
- Ataxia
- After-effects of head injuries, acquired brain disorders like after apoplectic fits with hemiplegia, drowning, intoxication, tumours ...
- Conditions following encephalitis, meningitis, with residual syndrome
- Multiple Sclerosis
- Parkinsons

During a preliminary conductive consultation with an authorized conductor in cooperation with a physician, a medical and pedagogical recommendation is made.

Additional tasks of the physician during the course of conduction are:

- Continuous progress monitoring
- Prescribing aids
- Referrals and operation recommendations
- Concluding medical checkup

2.2 Adaptation

Conductive Education can be used

- in Conductive institutions/centres
- in early birth units
- in child hospitals
- in social paediatric centres and early development centres
- in kindergartens, integration kindergartens and conductive kindergartens
- in conductive schools and schools for the disabled
- in mainstream schools with individual integration, cooperation classes and external classes
- in further education settings for the disabled
- in (special) day-care centres, habilitation centres and conduction centres
- in rehab clinics
- by independent practitioners
- in integrative standard facilities/training centres
- Social service advisory units
- Pedagogic social and cultural leisure facilities
- at health insurers and insurance companies

3. The Conductor

3.1 Professional Profile

The conductor is a (re)habilitation and integration professional trained in a multitude of disciplines to conduct, in a complex and target-oriented approach, the personalities of individuals of all ages suffering from damage to the central nervous system and/or with learning disabilities. The conductor constantly safeguards the inseparable unity of education and therapy in the (re)habilitation and integration process.

The conductor continues to be a specialist with multidisciplinary training and a focus on pedagogy, medical therapy and nursing for the purpose of working as an educator and therapist - individually, in specially groups and even in inclusive groups. He or she recognises the primary 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 he or she then designs and carries out as a case manager in the respective environment and uses to provide support in respect of all legal and financial issues.

The conductor is an educator and a therapist as well and fosters development in both disabled individuals and non-disabled individuals. (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 the basic competencies acquired during his or her comprehensive training by pursuing a course of further education. To support this process, quality assurance measures are required.

3.2 Key Qualifications

1. Personal and social-communicative competencies

- Sensitivity
- Team competency
- Dialogue and communication competency
- Reflection competency
- Problem solving competency
- (Self) management competency in social, professional, organisational, economic issues

2. Professional Conductive Competencies

Competencies in planning the educational setting:

- Conductive anamnesis
- Planning how to implement the group goals
- Formation and organisational planning of a conductive group
- Planning the integration of a disabled child in a learning group of non-disabled children

- Planning and implementation of supplementary conductive measures
- Working with parents, relatives and carers

Competency in implementation and adaptation of learning and conduction units

- operational observation/conductive observation
- Arousing and maintaining multi-sensorial attention
- Deployment of all conductive facilitation options
- Leading to self-responsibility, self-control and independence from people and aids
- Reflecting on the learning and conduction progress
- Documentation
- Evaluation
- Adaptation and developing the conduction plan

3.3 Training, Specialized Training

3.3.1 Training

1. The educational paths leading to qualification:

- Underlying principles of conduction
- Medical-therapeutic fundamentals according to CE
- Fundamentals of pedagogy, psychology and sociology according to CE
- Fundamentals of (development) age specific conductive methodology and didactics
- Approximately 50 % practical training for the clients
- Studies in the laws of the respective country (e.g. the social security code)
- Organisational management and personnel management

2. The conductor training:

- A minimum six-semester basic course of study at institutes of higher learning (colleges, universities) after acquiring higher education entrance qualification with a Bachelor's degree, post-graduate studies with a Master's degree.

4. Training and Outcome Requirements

1. Basic specialty designation: **CONDUCTOR**
2. **Acquired educational levels and professional qualifications to be shown in the basic specialty training diploma:**

Educational level: **Conductor** (baccalaureus, bachelor, abbreviated as: BA)

Professional qualification: **Conductor** (specialisation to be mentioned in parentheses)

Specialisation: kindergarten/nursery school teacher, primary school teacher

3. **Training area:** teacher training
4. **Training lines:** kindergarten/nursery school teacher, primary school teacher
5. **Training duration in semesters:** 8 semesters
6. **Credit points to be earned for completing the basic level:** 240 credit points
7. **Purpose of the basic specialty training, professional competences to be acquired:**

This line of education is aimed at training such pedagogical professionals who will be able to make use of their theoretical knowledge and practical experience for the development of people with (central nervous system) disabilities and special needs within any age range using conductive education methods and moreover who will have acquired proper skills for continuing their studies in the second cycle of the training.

The *kindergarten/nursery school teacher specialisation* is aimed at training such future conductors who will be prepared for the education and the development of children with disabilities within the kindergarten age range (in integrated / inclusive groups) as well as for the implementation of the always current kindergarten educational programme related thereto.

The *primary school teacher specialisation* is aimed at training such future conductors who will be prepared for the education and the development of children with disabilities within the 1st – 4th grade age range (in integrated / inclusive grades) as well as for the implementation of the always current curriculum and syllabus.

Common competences in the kindergarten / nursery school teacher and the primary school teacher lines of education:

The students are aware of the following:

- Peculiarities of the global and Hungarian educational and schooling history,
- Psychological peculiarities in the development of small children and 6-12 years old children,
- Current issues of Hungary's most recent history and society,
- Specific procedures and instructions related to using the information and communication technology.

Conductors having completed the basic level –taking also into account their respective specialisations – have proven during the training period that they:

a) are in possession of the following knowledge:

- historical, ideological, structural and functional interactions featured by the social evolution and social functioning,
- national public education and adult education, moreover the public health early development tasks and strategies, valid documents, system preferences, particularly with a view to providing equal opportunities,
- education and training theory, learning control methods and typical works, age-specific psychological peculiarities and educational possibilities, psychological factors of self-developing the personality and having the personality developed,
- psychological and pedagogical fundamentals, conditions and procedures of skills development in all age ranges, as well as the differentiated and inclusive and, respectively, integrated education - training principles and procedures,
- conductive pedagogy purpose, system features and system elements,
- risks and possible prevention of the occurrence of central nervous system disabilities, the progress of motion and psychomotor development,
- key issues of conveying an education in the spirit of health and mental sanity protection according to each and every age range and symptom type,
- anatomic, neurologic-anatomic and pathologic fundamentals of functional and dysfunctional functioning related to each age range, as well as the origins, symptoms, examination and differentiated diagnosis of motor dysfunctions,
- possibilities of developing individuals with central nervous system disabilities in all age ranges,
- problems, tasks and programme planning methods, tools and methods of implementation,
- releasing, relocating into other institution, integration, follow-up care, follow-up monitoring and consulting tasks,
- essential and technical components of using the mother tongue serving as an educational tool, techniques and methods of efficient communication, requirements to be met in cases of public appearances,
- teaching technology applications, using the state-of-the-art possibilities in support of children and adult learning and improvement courses,

- planning and completing self-assessments, simple examinations and observations, as well as evaluating data and applying the outcomes deriving thereof,
- legal provisions in force concerning special-need individuals and the equal opportunities thereof;

b) are suitable for using their acquired knowledge for:

- creatively and adequately using their theoretical (sociological, pedagogical, psychological, medical-biological, conductive pedagogical) knowledge in developing motor disabilities in all age ranges and symptom types,
- developing the main life activities and human functions (way of life, attending kindergarten, schooling, etc.) of individuals with disabilities within different age ranges,
- conductive pedagogical screening examination both in the case of children and in the case of adults and, respectively, pedagogically influencing functional disorders: working out sequences of tasks focused on problems, guiding and assessing the activity, monitoring the individuals with disability and documenting the evolution thereof,
- drawing up and accomplishing differentiated individual and group programmes according to development steps,
- collaborating with professional and affiliated institutions,
- cooperating with families with a view to handle crisis situations, to prepare parents, relatives or caregivers / legal guardians, to incorporate the development programme into the everyday life of the individual living with a disability and to build out attitudes towards such impaired individuals,
- wording concepts in a self-standing and critical manner,
- analysing educational situations and problems, solving conflicts, applying problem-solving techniques in an efficient manner,
- planning and organising the teaching-educational work, offering guidance in learning processes and developing the basic learning skills,
- multicultural and intercultural education,
- completing educational tasks beyond school lessons /school activities,
- developing already available skills by encouraging self-improvement learning and participation in organised improvement courses, as well as acquiring new competences for being able to assume a future responsible job,

c) in terms of professional attitudes and conduct, are able to:

- hold esteem towards universal and national values,
- respect human values and ethical norms and respect humans,
- accept impaired individuals as members of the social environment and otherness as a whole by showing environment-awareness in conduct as well as empathy and tolerance toward impaired persons,
- demand sustainable development in a responsible manner,
- show self-awareness, orientation towards success and self-assessment capacity, personal liability, quality-awareness, advanced communication skills,
- demand and capacity of permanent self-education and self-development,

- show social sensitivity and sense of responsibility, assume responsibility in communities, live healthily,
- feature skills in terms of team-work, collegiality and efficiency as well as work organisation.

Conductors specialised as kindergarten / nursery school teachers are aware of the following:

- evolutionary, developmental and - in its broad sense - learning peculiarities within the kindergarten age range, psychological, pedagogical, theoretical and methodological educational and training issues, kindergarten education curriculum and syllabus as well as the conductive implementation thereof, possibilities and tools to be used for planning tasks and curricula according to specific age ranges,
- functional and dysfunctional operations within the kindergarten age range as well as all care giving and supporting activities related thereto, causes resulting in learning difficulties, forms of occurrence and pertinent developmental possibilities,
- cultural contents in the broad sense of the word, subject to social demands, selected according to pedagogical and psychological considerations, which may play a role in developing kindergarten children,
- all those pedagogical and psychological concepts and principles as well as different trends upon which methodological procedures rely,
- planning methods and teaching-educational procedures according to educational areas, as well as organising, conducting and assessing the same,
- skill development procedures to be implemented in educational areas, specific contribution of each educational area to communication development, to cognitive and action skills, to lay the grounds for learning as a sophisticated skill,
- specific cultural content contributions to implementing educational tasks, taking especially into account the environmental education, social, visual, natural, language and acoustic etc. environment knowledge, protection and development,
- all such job-related procedures and techniques by means of which they can successfully provide kindergarten / nursery school education.
- using their theoretical knowledge adequately and creatively for educating 2—8 years old children and children needing a special education within this age range both individually and in groups,
- assessing the problems of children who need a special education, planning and accomplishing development programmes relying on the said assessments,
- provide consulting related to the education and socialisation of impaired children on a continuous and individual basis, keep in touch with parents with a view to assess the child's development,
- perform indicative tasks related to the protection of children within the kindergarten / nursery school age range,
- educate impaired kindergarten children in an inclusive manner, moreover alongside with healthy children, plan the educational activity, choose the appropriate methods, organise and manage the educational process, assess the same, draw up occupational – educational schedules starting from the elaboration of the local programme up to working out the plan for each and every occupation,

- adequately transfer the educational area content and the methodological knowledge related thereto in spontaneous educational situations and in the development of impaired individuals belonging to other age ranges,
- recognise signs indicating learning problems, treat such children in keeping with the limits of competence, appropriately handling and directing the same to special professional services,
- continuously control and develop the educational procedures, prove to be self-learning and informed about the new kindergarten education concepts and trends, chose relying upon proper values and apply the chosen procedures.

Conductors specialised as primary school teachers are aware of the following:

- evolutional, developmental and - in its broad sense - learning peculiarities within the primary school age range, psychological, pedagogical, theoretical and methodological educational and training issues, 1st - 4th grade teaching / education curriculum and syllabus as well as the conductive implementation thereof,
- motor dysfunctions of a central nervous system origin in school age children, revealing and screening the same, motor dysfunction symptom, examination, basic differentiated motor dysfunction diagnosis, rare diseases/syndromes and treatment thereof, team characteristics,
- causes resulting in learning difficulties at school, special forms of occurrence and pertinent developmental possibilities, special listening, speaking and writing issues as well as methods of development thereof, methods and tools to be used in supporting impaired pupils, applying alternative communication methods,
- cultural contents (science branches) in the broad sense of the word, subject to social demands, selected according pedagogical and psychological considerations, which may play a role in teaching/educating school children in the 1st – 4th grade,
- all those pedagogical and psychological concepts and principles as well as different trends upon which pedagogical procedures of the subject matters rely,
- education planning methods related to cultural content (subject matters) and teaching-educational procedures for organising, conducting and assessing the same,
- skill development procedures to be implemented while pupils process the cultural content, specific contribution of each educational area to communication development, to cognitive and action skills, and to laying the grounds for learning in the sense of a sophisticated skill,
- specific cultural content contributions to implementing educational tasks, taking especially into account the environmental education, social, visual, natural, language and acoustic etc. environment knowledge, protection and development,
- all such job-related procedures and techniques by means of which they can successfully provide school education for 1st – 4th grade pupils.
- using their sociology, pedagogy and psychology knowledge adequately and creatively for teaching and educating 1st – 4th grade pupils and motor disability children needing a special education within this age range both individually and in groups,

- map individual skills, assess the extent of the developmental delay, providing for development individually and in groups relying upon the said assessment, correct and compensate skill deficiencies, diagnose and document the development,
- develop teaching aids and developmental aids for primary school pupils needing a special education,
- plan, work out, implement and assess differentiated individual and group programmes according to distinct levels of development,
- perform indicative tasks related to the children's protection,
- educate impaired children in grades 1st – 4th in an inclusive manner, moreover alongside with healthy children, according to the chosen cultural content and personality development,
- plan the educational activity for impaired pupils belonging to the 1st – 4th grade age range, choose the appropriate methods, organise and manage the educational process, assess the same, draw up occupational – educational schedules starting from the elaboration of the local curriculum and syllabus up to working out the plan for each and every class,
- adequately transfer the educational area content and the subject matter methodology knowledge related thereto in spontaneous educational situations and in the development of impaired individuals belonging to other age ranges,
- continuously control and develop the educational procedures, prove to be self-learning and informed about the new education concepts and trends, chose relying upon proper values and apply the chosen procedures.

Professional practice

The practical training is aimed at getting to know up-to-date procedures and methods needed for developing the personality and the motor activity of impaired individuals of any age range, to exercise and apply during individual and group activities whatever has previously been learned on a theoretical basis, moreover to further improve the special conductive and pedagogic skills as well as technical proficiency. The concept of practical professional training covers hospital exercises to be performed by students, school exercises to be performed individually and in groups, as well as integrated exercises of kindergarten / nursery school activities and primary school exercises according to majority and conductive principles, to be performed within the framework of the pedagogic and methodology / subject matter pedagogy studies. Students studying to become specialised as kindergarten / nursery school teachers exercise methodology while students studying to become specialised as primary school teachers perform pedagogic exercises according to subject matters in different groups. Students also participate in extra-institutional professional practice.

Language requirements

For one foreign language: intermediate level, "C" type, nationally acknowledged or equivalent language examination certificate.

5. Code of Practise

Introduction

This document contains agreed codes of practice for conductors, describing the standards of conduct and practice within which they should work. The Code of Practice for conductors is a list of statements that describe the standards of professional conduct and practice required of conductors as they go about their daily work. The code of practice will affect not only conductors, but also their employers and the service users. The Code of Practice has its foundation in the ethos and philosophy of conductive education (CE), importantly:

- An understanding of CE as a pedagogy leading to an educational view of motor disorders
- A belief that all humans have a capacity to adapt and change
- An understanding of how this change is brought about through interactions between the conductor and service user
- An optimistic and forward looking attitude

Conductors must:

1. Protect the rights and promote the interests of service users and carers
2. Strive to establish and maintain the trust and confidence of service users and carers
3. Promote the independence of service users while protecting them as far as possible from danger or harm.
4. Respect the rights of service users.
5. Uphold public trust and confidence in CE services
6. Be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills

1. As a conductor you must protect the rights and promote the interests of service users and carers.

This includes:

- 1.1 Treating each person as an individual
- 1.2 Supporting service users' rights to control their lives and make informed choices about the services they receive
- 1.3 Respecting and maintaining the dignity and privacy of service users
- 1.4 Promoting equal opportunities for service users and carers
- 1.5 Respecting diversity and different cultures and values

2. As a conductor you must strive to establish and maintain the trust and confidence of service users and carers.

This includes:

- 2.1 Being honest and trustworthy
- 2.2 Communicating in an appropriate, open, accurate and straightforward way
- 2.3 Respecting confidential information
- 2.4 Being reliable and dependable

2.5 Honouring work commitments, agreements and arrangements and when it is not possible to do so, explaining why to service users and carers

2.6 Declaring issues that might create conflicts of interest and making sure that they do not influence your judgement or practice

2.7 Adhering to policies and procedures about accepting gifts and money from service users and carers

3. As a conductor you must promote the independence of service users while protecting them as far as possible from danger or harm.

This includes:

3.1 Promoting the independence of service users and assisting them to understand and exercise their rights

3.2 Using established processes and procedures to challenge and report dangerous, abusive, discriminatory or exploitative behaviour and practice

3.3 Bringing to the attention of your employer or the appropriate authority resource or operational difficulties that might get in the way of the delivery of safe care

3.4 Informing your employer or an appropriate authority where the practice of colleagues may be unsafe or adversely affecting standards of care

3.5 Complying with employers health and safety policies

3.6 Helping service users and carers to make complaints, taking complaints seriously and responding to them or passing them to the appropriate person

3.7 Recognising and using responsibly the power that comes from your work with service users and carers

4. As a conductor you must respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people.

This includes:

4.1 Recognising that service users have the right to take risks and helping them to identify and manage potential and actual risks to themselves and others

4.2 Taking necessary steps to minimise the risks of service users from doing actual or potential harm to themselves or other people

4.3 Ensuring that relevant colleagues and agencies are informed about the outcomes and implications of the assessments.

5. As a conductor you must uphold public trust and confidence in conductive education and services based upon the work In particular you must not:

5.1 Abuse, neglect or harm service users, carers or colleagues

5.2 Exploit service users, carers or colleagues in any way

5.3 Abuse the trust of service users and carers or the access you have to personal information about them, or to their property, home or workplace;

5.4 Form inappropriate personal relationships with services users;

5.5 Discriminate unlawfully or unjustifiably against service users, carers or colleagues;

5.6 Condone any unlawful or unjustifiable discrimination by service users, carers or colleagues;

5.7 Put yourself or other people at unnecessary risk

5.8 Behave in a way, in work or outside work, which would call into question your suitability to work as a conductor

6. As a conductor you must be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills.

This includes:

6.1 Meeting relevant standards of practice, and working in a lawful, safe and effective way

6.2 Maintaining clear and accurate records as required by procedures established for your work

6.3 Informing your employer or the appropriate authority about any personal difficulties that might affect your ability to do your job competently and safely

6.4 Seeking assistance from your employer or the appropriate authority if you do not feel able or adequately prepared to carry out any aspect of your work or you are not sure about how to proceed in a work matter

6.5 Working openly and co-operatively with colleagues and treating them with respect

6.6 Recognising that you remain responsible for the work that you have delegated to other workers

6.7 Recognising and respecting the roles and expertise of workers from other agencies and working in partnership with them

6.8 Undertaking relevant training to maintain and improve your knowledge and skills and contributing to the learning and development of others

6. Core Theories

Common core theories are essential to provide Conductive Education with a unique identity. In order to place these theories in a context we want to point out three main areas for consideration as a knowledge base for Conductive Education:

1. Philosophy
2. Process (phenomenology)
3. Methodology

Base for Conductive Education knowledge

1.1 Philosophy

The following theorists are core theorists within the field of Conductive Education:

- Pestalozzi – important, since Petö's first institute was named after him
- Moreno
- Vygotskii
- Buber
- Leont'ev
- Luriya
- Makarenko

1.2 Process

Three strands are seen as significant in the process and each one of these should be considered simultaneously:

- the person with the disability
- the conductor
- the learning environment

Theorists:

- Motivation theories: Rogers, Maslow, Gordon, Frankl, Spitzer and Heckhausen
- Intention: Max Scheler, Ayres, Goldstein
- Motor learning theory: Fitts, Carr & Shepherd, Adams
- Cognitivism: Vygotskii, Maturana
- Pedagogy: Montessori
- Social learning: Bandura
- Structured learning: Ausubel
- Moral theory – Csikszentmihaly – 'the flow'
- Mediated learning – Feuerstein

Emotional intelligence theories:

- Value acquisition – development of personality – Schwatz, S, Bergeest.
- Attachment theory – Bowlby
- Activity theory – Leont'ev, Rubenstein
- Mental imagery and mental rehearsal
- Social constructivism – based on Vygotskii

1.3.1. Methodology

Key features of CE practice are:

- Conductive facilitation
- rhythmical intention
- conductive group
- conductor
- daily routine
- learning environment
- conductive observation
- task series

7. Collaborating organizations

7.1 National Professional Affiliations in Europe

- Hungarian Association of Conductors
- Association of Conductors in Germany
- KFI – Vienna: Association of Austrian Conductors
- Conductive Education Professional Education Group (CEPEG)
- Association of Swedish Conductors
- l'Association Belge de Pédagogie Conductive
- Association française de pédagogie conductive
- AFPC

7.2 European Umbrella Organisation

The European Conductive Association (=ECA) sees itself as a

- Professional association
- Umbrella association
- Expert forum

7.3. Addresses for Collaborating organizations:

Hungary	Internationales Petö Institut Kútvölgyi út 61125 Budapest	+ 39 (0) 1 – 224-1500 + 39 (0) 1 – 355-6649 Franz Schaffhauser info@peto.hu @ www.peto.hu
	Ungarische Konduktorenkammer Nándorfejérvár Köz 91119 Budapest	+ 36 (0) 1 – 375 – 23 – 90 + 36 (0) 20 – 458 – 459 - 1 Örfalvy Aladárné (Kati), Hollós Istvánné (Marika) m.k.e@freemail.hu
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