



27 March 2023

By: Annette Pichler (Training Council)

To: International Training Circle

Re: **Explanatory notes on revised draft documents of the Training Council.
Changes in the recognition process and revision of the basic principles paper and the guide to recognition**

Background

For several reasons, in 2022 and 2023, the Training Council has been engaged in intensive deliberations on how to revise the recognition process going forward. The reasons are as follows:

1. There are not enough colleagues available as new members for the Training Council as well as for the Recognition Group and the group of peer reviewers. In particular, it is not sufficient that only people carry awareness for the important recognition process. In order to make it possible for more people to carry this consciousness, Annette has reported regularly to the Training Council as a member of both groups, but this meant a double burden for her (being present in both groups).
2. Against this background, it seems to make sense to foster a direct awareness in the Training Council, while mandating a member of the Training Council or someone appointed by the Training Council with the coordination and administration of the recognition processes.
3. The rhythm of recertification after 5 years and certification after 10 years does not seem appropriate to the reality in some cases. After 10 years, the original peer reviewers are often no longer available, training has changed significantly, etc.
4. The previously discussed idea of connecting existing or future partnerships between individual training institutions to the recognition process does not currently seem feasible for a number of reasons (e.g., objectivity, mandatory nature, implementation).
Note: Instead of mandatory partnerships embedded in the recognition process, we are now planning a regular time and space in Kassel where experiences can be shared and new partnerships – not necessarily linked to recognition – can grow.

Proposed changes and their implementation in the draft papers

1. The process of certification will be streamlined. There is an initial certification and then recertifications on site after 5 years. In justified cases, exceptions can be made, so that the recertification can take place, for example, via Zoom or in Kassel or during a regional trainers' conference.
 - ➔ In the guidelines, the certification process is described accordingly in a simplified manner.
 - ➔ To simplify the preparation for a process of certification, a set of guiding questions, developed by Brigitte Kaldenberg, have been incorporated into the recognition guidelines.
 - ➔ It is still possible to certify one-off training courses.
2. The Recognition Group is dissolved. The Training Council has responsibility for the overall process and a coordinator supports the coordination and administration.
 - ➔ The Recognition Group no longer appears in either paper; instead, the Training Council assumes overall responsibility for the recognition process, and the role of Coordinator is introduced.
3. The working group of recognition mentors (peer reviewers) is no longer run as an independent working group, but meets within the framework of the meetings of the Training Council. The Coordinator and those peer reviewers who are not already members of the Training Council are invited to attend.
 - ➔ In the basic principles paper, the working group "Recognition Mentors" is no longer listed.
4. The arbitration committee, which was previously convened separately for each case of conflict, will be replaced by the members of the Leadership Team of the Anthroposophic Council for Inclusive Social Development, who are not on the Training Council.
 - ➔ The process of mediation is no longer described in the basic principles paper, but in the recognition guidelines.
5. The changes described under points 2 and 3 mean that the recognition process is no longer described separately in detail in the basic principles paper. Instead, only basic aspects and conditions for recognition (such as participation in the Training Circle) as well as the functions / roles enabling the recognition process, their prerequisites, tasks and competencies are described, as well as financial aspects and the accountability of the Training Council to the Training Circle.

Note: The versions of the two papers with the visibly tracked changes can be viewed upon request. Please send any queries directly to Annette Pichler: training@inclusivesocial.org

Enclosures:

- Basic Principles and Mode of Operation – Final draft for approval
- Guideline Recognition Process – Final draft for approval

Anthroposophic Council for
Inclusive Social Development



Education
Wellbeing
Community

International Training Circle

Basic Principles and Ways of Working

final draft

**Final Draft by Training Council March 27, 2023, for Training Circle April 2023
Based on adopted version of May 4, 2017 (last revised April 2019)**

Table of contents

Table of contents	2
1 Basics and tasks	3
1.1 International Training Circle of the Anthroposophic Council for Inclusive Social Development at the Goetheanum	3
1.2 Basis	3
1.3 Membership.....	3
1.4 Tasks	3
2 Organization and ways of working.....	4
2.1 Professional exchange and annual conference	4
2.2 Training Council	4
3 Recognition in the network of professional education centers for anthroposophic curative education and social therapy.....	5
3.1 Basic principles	5
3.2 Conditions of recognition	6
3.3 Recognition process.....	6

1 Basics and tasks

1.1 International Training Circle of the Anthroposophic Council for Inclusive Social Development at the Goetheanum

In 2002, at the meeting of anthroposophically oriented professional education and training centers for curative education, social pedagogy, social therapy and related professions, an International Training Circle was founded by the then Curative Education and Social Therapy Conference in the Medical Section at the Goetheanum (now the Anthroposophic Council for Inclusive Social Development). The founding members were the professional education and training centers represented at the meeting in Kassel. These guidelines were adopted by them and have been further developed since then.

1.2 Basis

The Training Circle of the Anthroposophic Council for Inclusive Social Development at the Goetheanum is an association of professional education and training centers for curative education, social pedagogy, social therapy and related professional fields that are responsible for training and professional education questions.

1.3 Membership

The professional education and training center notifies the Training Council in writing of its interest in membership and appoints a contact person. The Training Council confirms the membership to the contact person. Members are expected to participate regularly and actively in the annual meetings, as well as to show interest in the internal recognition process.

1.4 Tasks

1.4.1 Further development of the foundations and methods for professional education and training in anthroposophical curative education, social pedagogy, and social therapy

- Working together on relevant issues
- Joint exploration of the foundations and principles of professional education
- Initiating and supporting research, in particular practice-based research
- Comparability and recognition of professional education and training programs
- Recognition of professional education and training centers under the umbrella of the Anthroposophic Council for Inclusive Social Development at the Goetheanum
- Recognition within the international and national contexts
- Development of qualitative criteria for comparability and recognition

1.4.2 Quality development of the professional education centers

- Further development and implementation of current training methods based on the trinal approach as laid out in the Handbook for Training in Curative Education and Social Therapy and the Charter on Professional Education
- Peer consultation and support, including in the establishment of new professional education and training initiatives
- Further education and training of instructors and mentors in professional education
- Developing opportunities for student exchanges

1.4.3 Representing the professional profiles involved in anthroposophical social work worldwide. Collaborating with other training and professional associations, representing the professional profiles within international and national contexts.

- Collaboration within the professional and academic field

1.4.4 Developing, facilitating, and adapting appropriate international network structures

- Maintaining a comprehensive awareness of the international network
- Offering opportunities for joint action
- Financing of common tasks
- Development of joint projects

2 Organization and ways of working

2.1 Professional exchange and annual conference

The annual conference of the Training Circle is primarily dedicated to professional exchange in the sense of the tasks listed above. All persons involved in professional education and training centers for curative education, social pedagogy, social therapy and related professional fields are invited to attend. Membership in the Training Circle is not a precondition for participation. More than one person from each center is welcome to participate.

Within the context of the annual conference, a plenary meeting of the Training Circle is held. When voting on common decisions, each member organization has one vote.

The Training Circle mandates the members of the Training Council. As a general rule, mandates for participation in the Training Council will be taken on by those working in member organizations of the Training Circle. The Training Circle decides on justified exceptions.

2.2 Training Council

2.2.1 Basis

The Training Council is the coordinating body of the International Training Circle. It represents the Training Circle internally and externally and is responsible for carrying out its tasks. It consists of seven to nine members.

2.2.2 Tasks

The tasks of the Training Council include in particular

- Preparation and follow-up of the meetings of the Training Circle
- Implementation and facilitation of initiatives of the Training Circle
- Coordination of the recognition process
- Supporting the Council's leadership and office in the area of professional education and training
- Perceiving, addressing and working on current issues

The Training Council regularly reports to the Training Circle.

2.2.3 Mode of operation

In addition to the International Training Circle Conferences, the Training Council usually meets two to three times a year to carry out its tasks. Special tasks can also be delegated to smaller groups. These are then accountable to the Training Council.

2.2.4 Requirements

The members of the Training Council are expected to

- Hold a representative awareness of the totality of the international context
- Take initiative out of an awareness of the whole
- Be engaged in the big-picture questions in the field of professional education and training
- Participate in the planning and implementation of tasks and projects.

The members of the Training Council must be able to carry work and awareness between the meeting rhythms of Training Circle and Training Council. The costs associated with attendance at meetings are usually borne by the training center where the members work.

2.2.5 Composition

Regional and professional aspects are taken into account in the composition of the Training Council. The working languages are German and English. A member of the Anthroposophic Council for Inclusive Development's leadership is represented ex officio on the Training Council. The members of the Training Council mandated by the Training Circle may co-opt additional persons for task-related participation if needed.

2.2.6 Term of office

The members of the Training Council are appointed by the Training Circle for a period of four years. Re-election is possible.

2.2.7 Mandate

The members of the Training Circle can propose persons for the Training Council. The proposals are forwarded to the Training Council. The Training Council holds talks with possible members in advance. It can also become active itself and nominate new members.

Based on the proposals, the Training Council draws up a slate of nominations, which is submitted to the Training Circle as a whole for approval. Individual elections are possible at the request of 2/3 of the member representatives present and entitled to vote. The members of the Training Council shall abstain from voting. Individual elections shall be decided by a simple majority of the member representatives present and entitled to vote. Individual elections shall be conducted in writing and by secret ballot.

3 Recognition in the network of professional education centers for anthroposophic curative education and social therapy

3.1 Basic principles

Through their international cooperation, the professional education and training centers for anthroposophical curative education, social pedagogy, social therapy and related professional fields form a network which is characterized on the one hand by the fact that each organization has its own distinctive profile, and on the other hand by the fact that a connection of mutual perception, learning and development has been formed which creates a coherent and integrated professional education training network with its own identity.

The members of the International Training Circle of the Anthroposophic Council for Inclusive Social Development understand recognition as a reciprocal peer-to-peer process. This approach to quality development consists in a commitment among equal partners to a process of shared learning, which opens new possibilities for action.

The basis for the questions concerning recognition is spelled out in the *Charter on Professional Education*. In this document, the fundamental aspects of quality and cooperation on professional education in the international network have been articulated for further elaboration.

The need for recognized professional education and training programs arises from different perspectives for:

- Students or applicants in the choice of an educational institution
- Institutions and organizations with regard to the quality and competence of staff
- Professional education and training centers looking for partnership in a network of shared goals and interests
- The Training Circle itself and the international network in representing the professions in the field of anthroposophical curative education and social therapy to internal and external stakeholders

Recognition within the curative education and social therapy network does not replace the recognition of the professional education and training centers within their respective jurisdictions. There, they are integrated into national regulatory contexts and conditions. These are the basis for the implementation of the professional education and training programs with regard to the state/public recognition of their diplomas and certificates and the legal status of the graduates as professionals.

Recognition at the level of the Anthroposophic Council for Inclusive Social Development signifies that the contents and methods are in accord with the shared principles for professional education and training in anthroposophic curative education and social therapy. It can be awarded to professional education and training programs of different durations, levels and specializations within the spectrum of the professional field.

3.2 Conditions of recognition

The following conditions form the basis for the recognition of a professional education or training center in the network of the International Training Circle:

3.2.1 Active collaboration in the Training Circle

Recognition can be given to professional education and training centers that regularly participate as members in the international and national networks of the Training Circle of the Anthroposophic Council for Inclusive Social Development. This includes participation in the conferences and joint continuing education processes, as well as the sharing information about the development of their own center in the network.

3.2.2 Transparent sharing of information about concept and current situation of the professional education and training center

In the course of the recognition process, the professional education or training center provides a portfolio with detailed information regarding the concept and implementation of their programs and their current situation. This also includes a self-evaluation report.

3.2.3 Collegial perception

For the recognition process, the professional education and training centers have recognition partners who visit them for observation and dialogue in the format of a peer evaluation.

3.3 Recognition process

3.3.1 Functions, roles and tasks

In order to implement the recognition of professional education and training centers within the Anthroposophic Council for Inclusive Social Development, the Training Council appoints a Coordinator and a group of Peer Reviewers.

Together with the Coordinator and the Peer Reviewers, the Training Council is responsible for the process of recognition as described in the paper *Guideline Recognition Process*.

3.3.2 Requirements Peer Reviewers

As a rule, Peer Reviewers have several years of responsible experience in the field of curative education, social pedagogy, social therapy and related professions and are representatives or delegates of member organizations of the Training Circle. They are also willing to participate in the annual meetings of Peer Reviewers to share and review experiences.

3.3.3 Competencies

The Training Council appoints the Peer Reviewers in consultation with the Coordinator. Based on the report of the Peer Reviewers, the Training Council and the Coordinator decide on the recognition of training centers, the denial of recognition or conditional recognition with requirements for remediation and recommendations. The Training Council also ultimately decides on the scope and form of recertification.

3.3.4 Finance

The costs associated with the regular meetings and continuing education of Peer Reviewers are clarified in advance with the Training Council. Travel and accommodation costs are usually borne by the training centers of the participants. Exceptions must be arranged in advance with the Training Council.

3.3.5 Accountability and documentation

The Training Council regularly reports to the Training Circle on the recognition processes. The Coordinator documents and archives the records in the Council's cloud-based system.

3.3.6 Guideline Recognition Process

Further questions regarding the recognition process as well as its practical implementation are clarified in the *Guideline Recognition Process*.

The paper "Basic Principles and Ways of Working" of the International Training Circle of the Curative Education and Social Therapy Council was adopted in its first version by its general meeting in 2002 and revised in May 2007. The present extended version was adopted and put into force by the Training Circle on May 13, 2011. Confirmed by the International Training Circle April 2015 in Kassel.

A slightly modified version was confirmed on May 4, 2017, at the meeting of the Training Circle. In April 2019 this was adapted by the Training Council to the Council's new name, *Anthroposophic Council for Inclusive Social Development*.

In April 2023, the Training Council developed fundamental revisions to the organization of the recognition process and, to this end, revised the papers "Basic Principles and Ways of Working" and "Guideline Recognition Process" and submitted them to the Training Council as drafts for adoption.



International Training Circle

Recognition Process in the Network of Trainings

Guideline Recognition Process

Adopted version from XX April 2023

Final draft prepared by the Training Council on 27 March 2023 for adoption by Training Circle
in April 2023

final draft

This guideline is based on the principles formulated in the organizational papers of the Training Circle on "Basic Principles and Ways of Working".

Table of contents

Table of contents	2
1 General aspects	3
2 Process.....	3
2.1 Overview and coordination.....	3
2.2 Initial certification	4
2.2.1 Contact	4
2.2.2 Application.....	4
2.2.3 Explanation of the Portfolio Questionnaire	4
2.2.4 Explanation of the Self-Evaluation.....	5
2.2.5 Conducting an initial certification.....	5
2.2.6 Report and follow-up on the initial certification visit.....	5
2.2.7 Significant changes after certification.....	6
2.3 Recertification every 5 years.....	6
2.4 Recognition of one-time training courses.....	6
3 Guiding questions for certification and recertification conversations.....	7
3.1 Initial certification conversations.....	8
3.2 Recertification conversations	9
4 Evaluation of the process.....	9
5 Publication of recognition status	9
6 History of the guide.....	10

1 General aspects

This guide describes the process of recognition in the network of professional education and training centers of the Anthroposophic Council for Inclusive Social Development. This process is a peer evaluation, which is organized and documented by the Training Council. The members of the Training Council appointed for this function are experienced peer reviewers. The Training Council can also ask other members of the Training Circle to take on the role of peer reviewers and will support them in this function, if needed.

Recognition of quality in professional education and training is based on the following seven fields of work in which a professional education and training center should demonstrate competency. These fields direct the evaluative gaze to various aspects of professional education and training, including specific professional orientations, national contexts, and development phases that are relevant across the board. They can also provide guidance for setting up a new professional education or training program.

Students: How does the training enable students to make steps in learning and personal and professional development? How concrete and specific is the evaluation of students' current status and how concrete and specific are the resulting objectives and implementation steps for learning and development?

Teaching staff/faculty: How capable is the faculty/teaching staff in terms of learning, processes and teamwork, and how does this show?

Content/concept: How does the training concept combine general professional and scholarly expertise with the anthroposophical study of the human being?

Methodology: How does the training work with the trinal method (linking study, art and practice)?

Organization: How are organizational processes designed and managed (including quality development)?

Network: What contacts does the professional education and training center maintain with other institutions, training centers and organizations (anthroposophical and others)?

Vision field: What challenges, perspectives and visions live in the training center?

First and foremost, the preparation of the peer evaluation and the visits of the peer reviewers serve the self-evaluation of the professional education or training center. At the end of their visit, the peer reviewers also write an evaluation report in which they describe their impressions and perceptions and formulate recommendations.

The evaluation reports are subject to data protection, and any use in the professional development of peer reviewers or disclosure to third parties may only take place with the consent of the respective professional educational or training center.

Given the geographic spread of professional education and training centers, communication should take place electronically as much as possible.

2 Process

2.1 Overview and coordination

A list of all processes that have already taken place and those that are still ongoing is maintained and continuously updated by a Coordinator. This Coordinator can be a member of the Training Council or be appointed by the Training Council from among the members of the Training Circle. The Coordinator is also the contact person for the initial contact if a professional education or training center wants to be certified.

Contact: recognition@inclusivesocial.org

2.2 Initial certification

2.2.1 Contact

The professional education or training center contacts the Coordinator. The Training Council is informed about the request. If the preliminary clarifications in the Training Council lead to a positive assessment, the professional education or training center is invited to submit the application and receives the link to the portfolio as well as to the guidelines for the recognition process from the Coordinator.

The Coordinator informs the applicant professional education or training center which peer reviewers are available and clarifies any wishes regarding the peer reviewer. These wishes are then discussed by the Coordinator and the Training Council; if necessary, this clarification takes place by email. A second reviewer for the evaluation report is also assigned.

After this consultation, the Coordinator asks the proposed peer reviewer, who has been accepted by both sides, whether they can and want to accept the request.

If the answer is yes, the applicant professional educational or training center is informed and can now make direct arrangements with the peer reviewer. The financial questions are clarified by the applicant center. The applicant organization is responsible for all costs of the peer review (especially travel expenses of the peer reviewer).

The documents must be submitted to the peer reviewer at least two weeks before the planned date of the visit. The peer reviewer informs the Coordinator about scheduled dates and contacts them in case of difficulties.

2.2.2 Application

An application for recognition can only be submitted if a training course has already been successfully completed in a first round. Exceptions require the approval of the Training Council.

By submitting the application, the professional education or training center confirms that it agrees with the paper *Basic Principles and Ways of Working* of the International Training Circle and the principles formulated in the *Guideline Recognition Process*.

The application contains

- The completed Portfolio Questionnaire with attachments
- Self-evaluation report

2.2.3 Explanation of the Portfolio Questionnaire

The professional education or training center indicates in the Portfolio Questionnaire, based on the conditions defined below, for which level training the recognition should be made. There are three options: First Professional Training, Advanced or Continuing Professional Education, and Foundation/Introductory Courses. The criteria formulated below are general guidelines. The Training Council decides on exceptions. If possible, the regulatory framework of the national professional education system is taken into account.

- **First Professional Training:** This type of program qualifies the student/trainee to work independently in the profession without any specific requirement for a prior professional qualification. It takes at least two years full time and includes theory and guided professional practice with a total of at least 1200 hours.
- **Advanced and Continuing Professional Education:** These programs build on a prior professional qualification and deepen expertise in the professional field. They comprise at least 400 instructor-led course hours and 400 hours of supervised professional practice overseen by the professional education or training center.
- **Foundation/Introductory Courses:** These comprise at least 400 instructor-led course hours.

If a professional education or training center wishes to be recognized for more than one of the listed formats, the application must contain separate documentation for each format.

Descriptions of the organization of the training center as the responsible entity of the different programs do not have to be duplicated if all programs are reviewed as part of the same peer review process. The recognition decision is made separately for each program submitted, and a separate certificate is issued for each.

2.2.4 Explanation of the Self-Evaluation

In the written Self-Evaluation, submitted in addition to the Portfolio Questionnaire, the professional education or training center addresses the following guiding questions:

- How are competencies acquired, implemented, evaluated, and further developed by the professional education or training center in the seven fields of work outlined in point 1 (e.g., by lecturers, team, practice supervisors)?
- What are the most significant questions that the organization is working with at this point (brief characterization)?

The Self-Evaluation forms the starting and reference point for the peer reviewer's conversations with the professional education or training center. This ensures that the recognition process serves the self-evaluation of the organization.

2.2.5 Conducting an initial certification

Any language interpretation needed during the peer reviewer's visit must be provided by the professional education or training center.

In addition to the visit of the physical site, the process of initial certification includes – at a minimum – conversations with the faculty, students and staff and observation in the classroom. At the end of the visit, a joint review conversation takes place.

2.2.6 Report and follow-up on the initial certification visit

The peer reviewer writes a report within two months of the visit. The report is prepared according to the model report that the Coordinator sends to the peer reviewer.

The report is based on the completeness and coherence of the documents submitted, the written Self-Evaluation, the impressions gained during the visit and the review conversations, and classroom observations carried out.

The following steps must be followed once the report is completed:

The peer reviewer's evaluation report is first forwarded to a second reader from the circle of peer reviewers. The second reader reports back to the peer reviewer (if necessary, after consultation with the other members of the Training Council responsible for the recognition process) within two weeks as to whether the format and scope of the report meet the general requirements. The report is then sent directly to the professional education or training center for factual correction, and the center submits any corrections within two weeks. If necessary, the peer reviewer clarifies open questions with the professional education or training center, and in the case of problematic or complicated questions, also with the Training Council.

Based on the feedback, the peer reviewer prepares the final evaluation report and sends it as a PDF document to the professional education or training center and the Coordinator, who in turn sends it to the members of the Training Council. In addition, the peer reviewer sends all documents submitted by the professional education or training center to the Coordinator for storage in the documentation system of the Anthroposophic Council for Inclusive Social Development.

If the educational or training institution does not agree with the disposition of the report and the Training Council's decision, it may lodge a written objection with the Training Council, stating its reasons. The Training Council decides on the further course of action and, if necessary, forms an arbitration committee of members of the Training Council who were not directly involved in this recognition process. Should no agreement be reached in this way, the process will be forwarded to the members of the leadership of the

Anthroposophic Council for Inclusive Social Development who are not involved in the Training Council for final arbitration.

The recognition certificate is issued by the office of the Anthroposophic Council for Inclusive Social Development and signed by the responsible member of the Leadership Team and a responsible member of the Training Council.

The date of recognition is the date of the peer reviewer's report.

2.2.7 Significant changes after certification

Significant changes that occur at the professional education or training center or in the training program after certification must be reported to the Training Council via the Coordinator.

Significant changes, which may occur during the validity period of the certificate, and which must be reported to the Training Council, are understood to include, for example:

- Change of legal entity or leadership
- Changes to the training concept or the training objectives
- Serious incidents with legal consequences
- Permanent termination of active membership in the Training Circle

The Training Council, in consultation with the peer reviewer of the most recent certification, determines any possible need for follow-up action and decides on how to proceed.

2.3 Recertification every 5 years

The same provisions and steps apply as for initial certification, with the following modifications:

In the Fall of the year prior to recertification, the Coordinator notifies the professional education or training center. The center then submits an application for recertification by 31 December, if it wishes to continue certification.

The peer reviewer is newly assigned in consultation between the professional education or training center, the Coordinator and the Training Council. It is generally desirable that the same peer reviewer who carried out the initial certification carries out the recertification, unless there are reasons for a change of peer reviewer.

In addition to the completed Portfolio Questionnaire with attachments and the Self-Evaluation report, the application for recertification also contains a statement on how the recommendations of the first evaluation report were handled.

Recertification must also include a site visit at the professional education or training center. (This is different from the practice in place until 2022.)

Exceptions to this rule may be allowed by the members of the Training Council responsible for the recognition process, if there are serious reasons that make on-site recertification impossible.

The recertification process must be completed within one year of the expiry of the certificate's validity period. The Training Council decides on justified exceptions.

2.4 Recognition of one-time training courses

The procedure for recognition of a one-time training course is similar in process to that of recognition of a training center. The same conditions apply regarding recognition as First Professional Training, Advanced and Continuing Professional Education or Foundation/Introductory Course.

Differences:

It is not a professional education or training center that is recognized, but a training course that is carried out once.

An on-site visit by a peer reviewer is not mandatory.

There is no recertification.

The following conditions must be met in order for a one-time training course to be recognized:

- A person appointed by the initiators and approved by the Training Council accompanies the training course. This person is or was a member of the Training Circle and has many years of experience in the field of training.
- A core faculty group is responsible for the training program on site, and an organization serves as responsible legal entity. The finances are handled transparently.
- There must be a written curriculum; depending on the format (Foundation/Introductory Course, First Professional Training, Advanced and Continuing Professional Education), supervised professional practice, a practical project and written assessments of performance and/or competence must be included.
- The obligations connected with the training and the conditions for achieving the certificate are set out in writing and are known to the participants (rules on absences, assessment of practical project and performance evaluations).

The process is as follows:

- The initiators inform a member of the Training Council before the start of the training course. The information includes key facts of the planned training, a provisional curriculum as well as the name of the assigned accompanying person.
- The Training Council gives feedback on the proposed initiative and whether it is eligible in principle for the recognition process.
- Six months before graduation of the cohort, those responsible for the training program submit the necessary documents for the recognition process (Portfolio Questionnaire with attachments, Self-Evaluation report).
- This is followed by a conversation of a responsible person with one of the members of the Training Council responsible for the recognition process. This conversation usually takes place within the framework of the international conference of the Training Circle but can also be conducted in another format.
- The decision of the Training Council is forwarded to the office of the Anthroposophic Council for Inclusive Social Development. The office issues the certificate for this training course.

3 Guiding questions for certification and recertification conversations

As described above, the evaluation of the quality of a training is based on the information provided in the Portfolio Questionnaire and on seven fields of work for which statements are made in the written Self-Evaluation.

The guiding questions for the conversations take up this structure. They can be helpful in reviewing the written documents and in preparing the (re)certification interviews. They can be used as reference points for the peer reviewer and the professional education or training center to be certified.

NOTE: The certification conversations include discussions with leadership, faculty and students. The questions formulated below on the seven fields of work – or a selection, as appropriate – can be discussed with all three groups.

3.1 Initial certification conversations

Portfolio questionnaire

- Are there any questions of clarification regarding the title or formalities of the certification?
- What is the local framework? Designation of the education, training or continuing education, type of degree, state recognition, certificates?

Students

- How does the education enable students to take developmental steps?
- What form and vessels are there for educational support and mentoring?
- What is the relationship between instructors and students?
- Where do students turn when they don't feel sufficiently seen, or feel discriminated or violated? Is there a confidential contact and grievance process?
- In what form is feedback from students obtained? How is it processed? Are there examples of such an evaluation, its review, conclusions and corresponding action steps?

Faculty

- How is cooperation within the faculty organized? How are responsibilities distributed? What forms of collaboration exist?
- What are the team dynamics, also regarding formal and informal leadership functions?
- How capable is the teaching staff in terms of learning processes, group processes and teamwork – and how does this show in concrete terms?

Content/Methodology

- Are there any questions of clarification about the curriculum of the training?
- How is the link between theory and practice implemented?
- What is the relationship between teaching general professional perspectives on the one hand and anthroposophical perspectives on the other? Quantitatively: What is the respective scope of teaching? How is this weighting justified? Qualitatively: Are links made between the two? If so, how and by whom specifically?
- How is the trinal method (integration of study, art and practice) implemented?
- Assessment: How are the evaluations and assessments structured? Are there formal and transparent guidelines? Is there a possibility to appeal outcomes?
- What form of instructional documentation is used?
- What form does the cooperation with the practice centers take? Are there written and binding agreements on the framework for supervised practice? How does the faculty ensure that these framework conditions are implemented?

Organization

- What is the organizational structure and processes of the professional education or training center?
- How can the training institution's own identity be described? Is there a mission statement?
- If the training center is integrated into a practice institution: What is the status of the training center in the context of the overall organization? What is the balance between independence as a training center and integration within the context of the practice institution? Are there defined workloads for the responsibilities carried by staff as training faculty?
- What form of quality assurance and development is implemented?
- How is the training center financed?

Network

- How does an exchange with other centers and organizations take place?
- How is the training center integrated into the network of regional and national training centers?
- How is the training center integrated into the national (if any) and international network of anthroposophically based training centers?

Visions

- Questions about alternatives and visions for the future
- In which professional fields is there a demand for the knowledge and competencies acquired in the training? Is there a need for development in this respect for the training center?
- Outlook: What future visions for the next 5 years can be formulated?

3.2 Recertification conversations

Each recertification conversation can also follow the guiding questions described in 3.1.

Additionally, it should refer to the previous evaluation report (5 years ago), together with the documents currently submitted (Portfolio Questionnaire, Self-Evaluation report and statement on the implementation of previous recommendations).

The form of the recertification conversation is particularly dependent on the following factors:

- Have the peer reviewers or those responsible for the training center changed – or can the process be continued from 5 years ago? In the case of a change, it is advisable – if possible – to obtain information from the previous peer reviewer.
- Have there been any significant changes at the training center? If this is the case, these must be addressed in the conversation.

The following questions are dealt with during each recertification conversation in order to take note of, and – if possible – support the development processes of the training center:

- What are the significant development steps of the last 5 years? Where does the training center stand now in comparison?
- How were the recommendations of the previous peer review implemented?

4 Evaluation of the process

The process described in this guide will be evaluated regularly by the Coordinator and the Training Council at intervals of no more than 5 years. Proposed changes will be submitted to the Training Circle for approval.

5 Publication of recognition status

Recognized professional education or training centers and one-time training courses may refer to their recognition in their public presentation (website, brochures, etc) and on their certificates with the logo of the Anthroposophic Council for Inclusive Social Development and the following wording (German or English):

Anerkannt durch den Anthroposophic Council for Inclusive Social Development am Goetheanum – Freie Hochschule für Geisteswissenschaft

Recognized by the Anthroposophic Council for Inclusive Social Development at the Goetheanum – School of Spiritual Science

Professional education and training centers, as the bodies responsible for the educational program and student assessments, are themselves responsible for issuing their diplomas and certificates to students. It must be clear from the placement of the wording that the recognition refers to the educational institution and the training program. Nothing shall be done to suggest that diplomas and certificates for graduates are issued by the Anthroposophic Council for Inclusive Social Development or the Goetheanum.

6 History of the guide

This guide was adopted and put into effect by the International Training Circle on May 13, 2011. It was re-adopted as amended in April 2015, reaffirmed on May 4, 2017, and re-adopted as revised on April 25, 2019.

In 2022, the International Training Council, through a lengthy process and in consultation with the Recognition Group that had been in place until then, decided to propose to the Training Circle two fundamental changes to the current recognition process.

1. Format of recertification conversations

Until 2022, the recertification to be performed after 5 years took place in Kassel (or frequently online in the years of the Corona pandemic) and not at the location of the training center. From 2023 onwards, this has been adapted to the effect that both the initial and all further recertifications should as a rule take place on site at the training center.

The experience of recent years shows that certification from a distance often cannot give a clear picture of the development, especially since those who had done the initial certification were often no longer available for the process.

2. Responsibility for the recognition process as a whole

Previously, the recognition process was the responsibility of a separate Recognition Group, of which a permanent member of the Training Council was a member.

From 2023 onwards, the process should be the responsibility of as many permanent members of the Training Council as possible – as well as, in individual cases, additional peer reviewers appointed specifically for this function. In this way, we hope to achieve a more comprehensive overall awareness in the Training Council and a bundling of resources.

These changes were proposed by the Training Council in January 2023 in a revised draft that was presented and approved by the Training Circle on 04/27/2023.