



Das Rehabilitationszentrum in München

Phoenix GmbH

Konduktives Förderzentrum

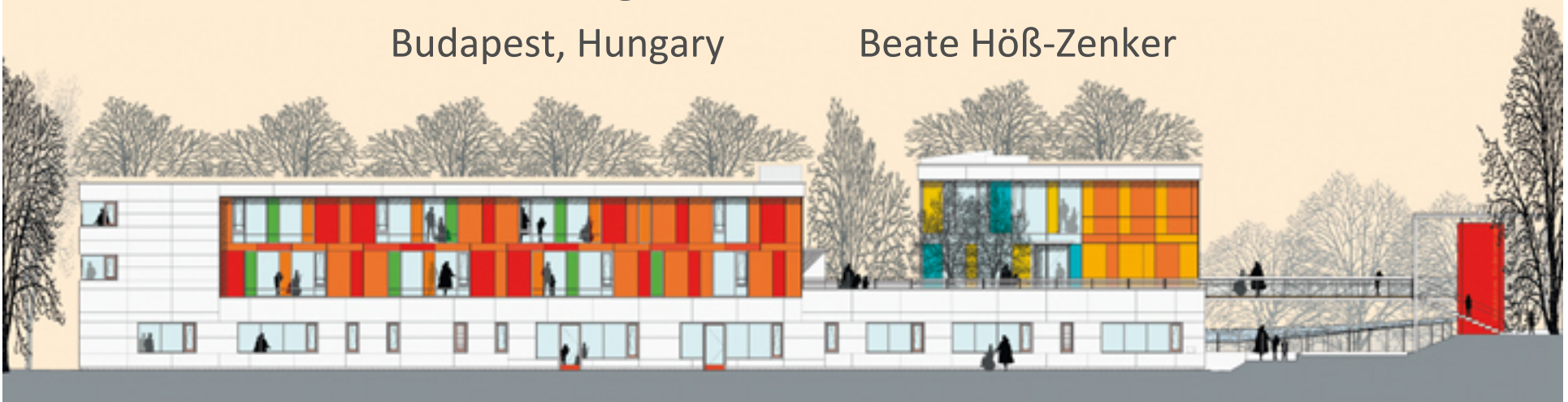
# CONDUCTION versus INCLUSION – an insurmountable contrast?

**Welcome to the Home of Conductive Education**

9th World Congress on Conductive Education

Budapest, Hungary

Beate Höß-Zenker



## With different views to....

1. The central idea of inclusion
2. The central idea of Conductive Education
3. Inclusive Conductive Education
4. Some future aspects of Conductive Education



100 conductors and 60 pedagogic therapeutic-conductors

56 centres,  
schools & clinics  
in Germany

Private and  
parent-run  
centres

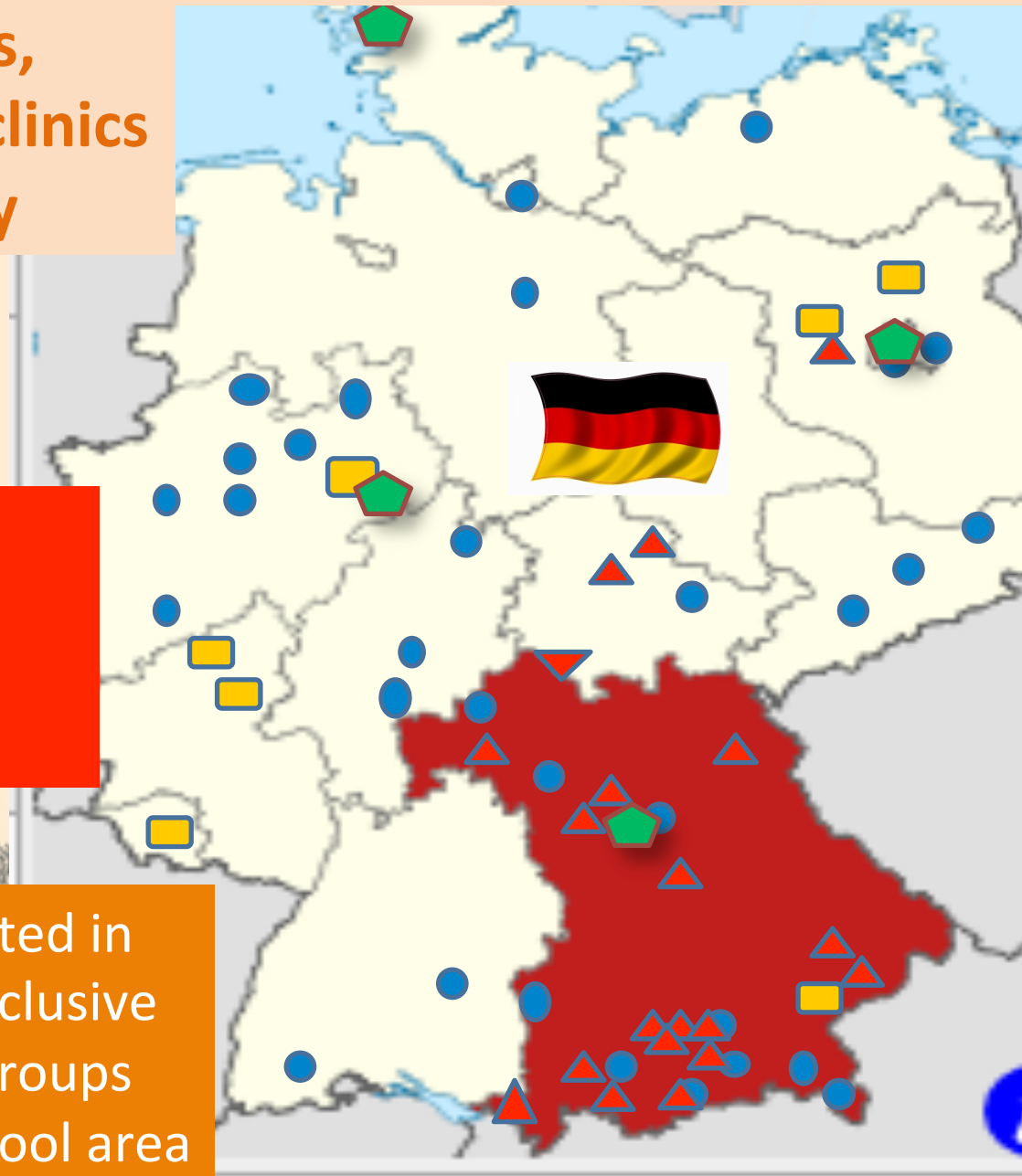
Neuro-pediatric  
clinics, hospitals  
and therapy  
centres

Very less  
institutions  
are running  
inclusive

Schools and  
after-school  
care groups

Phoenix started in  
2008 with inclusive  
Conductive groups  
in the preschool area

Private  
practice



# 1. The central idea of inclusion

## Salamanca Declaration 1994, United Nations Convention on the Rights of Persons with Disabilities, 2006

### Article 24: Education

**1.** States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning directed to:

**(a)** The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

**(b)** The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

**(c)** Enabling persons with disabilities to participate effectively in a free society.



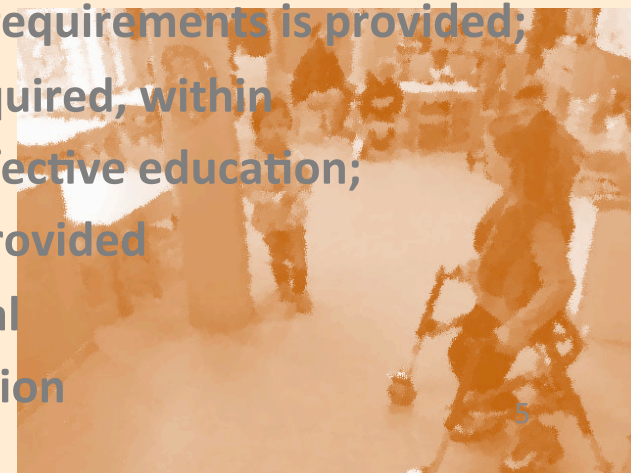


# 1. The central concept of inclusion

2008 Germany and the EU signed the Convention on the Rights of Persons with Disabilities

## 2. In realizing this right, States Parties shall ensure that:

- (a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability
- (b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
- (c) Reasonable accommodation of the individual's requirements is provided;
- (d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
- (e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion

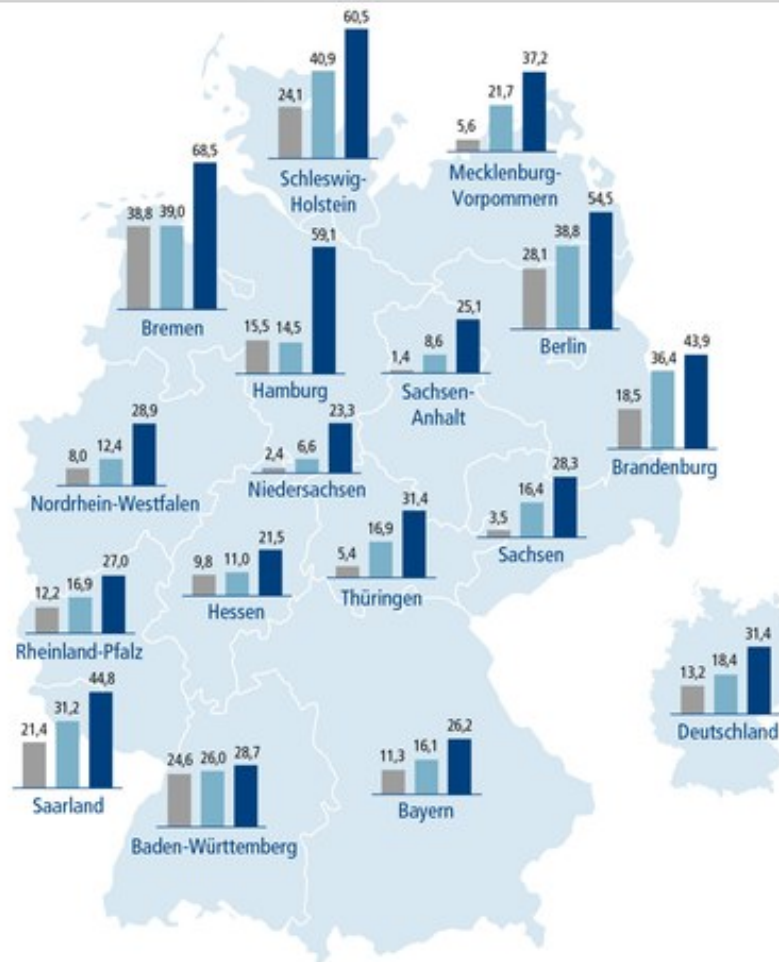


# Inclusion with the German view....



Abbildung 3: Inklusionsanteile im Ländervergleich – Schuljahre 2000/01, 2008/09 und 2013/14

Anteil der Schülerinnen und Schüler mit Förderbedarf, die inklusiv unterrichtet werden, an allen Schülerinnen und Schülern mit Förderbedarf, Angaben in Prozent



Inklusionsanteile: 2000/01 2008/09 2013/14

Quellen: KMK: Sonderpädagogische Förderung in Schulen 1999 bis 2008. Berlin 2010.  
 KMK: Sonderpädagogische Förderung in Schulen 2001 bis 2010. Berlin 2012.  
 KMK: Sonderpädagogische Förderung in Förderschulen (Sonderschulen) 2013/14. Berlin, 16.12.2014.  
 KMK: Sonderpädagogische Förderung in allgemeinen Schulen (ohne Förderschulen) 2013/14. Berlin 16.12.2014.  
 KMK: Schüler, Klassen, Lehrer und Absolventen der Schulen 2002 bis 2011. Berlin 2012.

„Inclusion in Germany progresses. But real „common learning and life“ is far away! Especially in high schools and in training and formation inclusion is like a foreign word!“

Jörg Träger, CEO of Bertelsmann Foundation

„Inklusion in Deutschland macht Fortschritte. Zum gemeinsamen Lernen ist es aber noch ein weiter Weg. Inklusion ist insbesondere an weiterführenden Schulen und in der Ausbildung oft noch ein Fremdwort.“

Jörg Dräger, Vorstand der Bertelsmann Stiftung



# 1. The central concept of inclusion

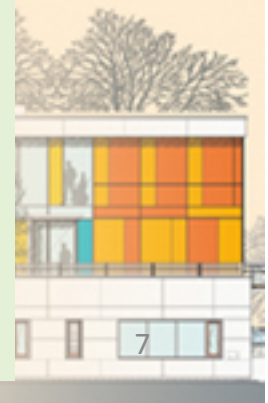
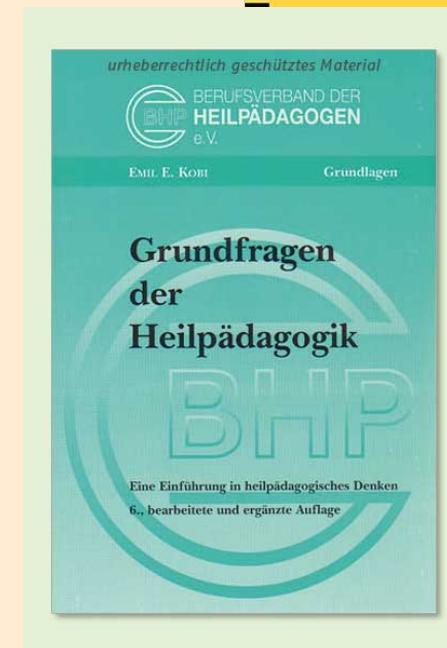
B. Ahrbeck, Berlin, 2011 Moralischer Impetus

L. Anken, 2010, The dialogue of constructivism and inclusion

E. Kobi, Regensburg, 2008, Ecclesiale Alleinseligmachungsansprüche

2010

„ugliest word“ of the year concerning inclusion: **alternativeless**





# The buzzword inclusion

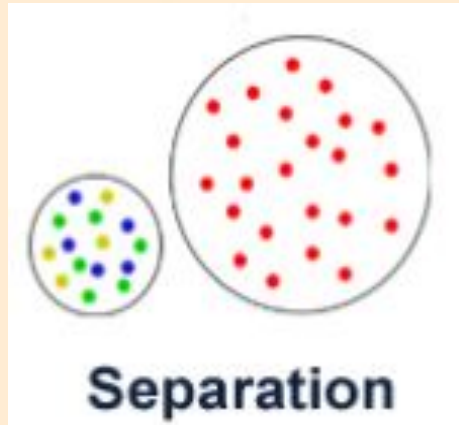


~~Exclusion~~

~~Ausgrenzung~~

Inklusion

Have children at special schools with conductive concept the best learning situation?



Is CE oriented to the social change in society?





Pedagogy or neuropsychological method?  
Programmatic?

## WHAT IS CONDUCTIVE EDUCATION – WHERE IT CAN BE PRACTICED - FUTURE?

Use of plinths?

Work in groups? Ideological?

Singing and using rhymes?

Therapy or pedagogy?

Is it too strict?

Is it old fashioned?

Not researchable?



## 2. The central idea of Conductive education

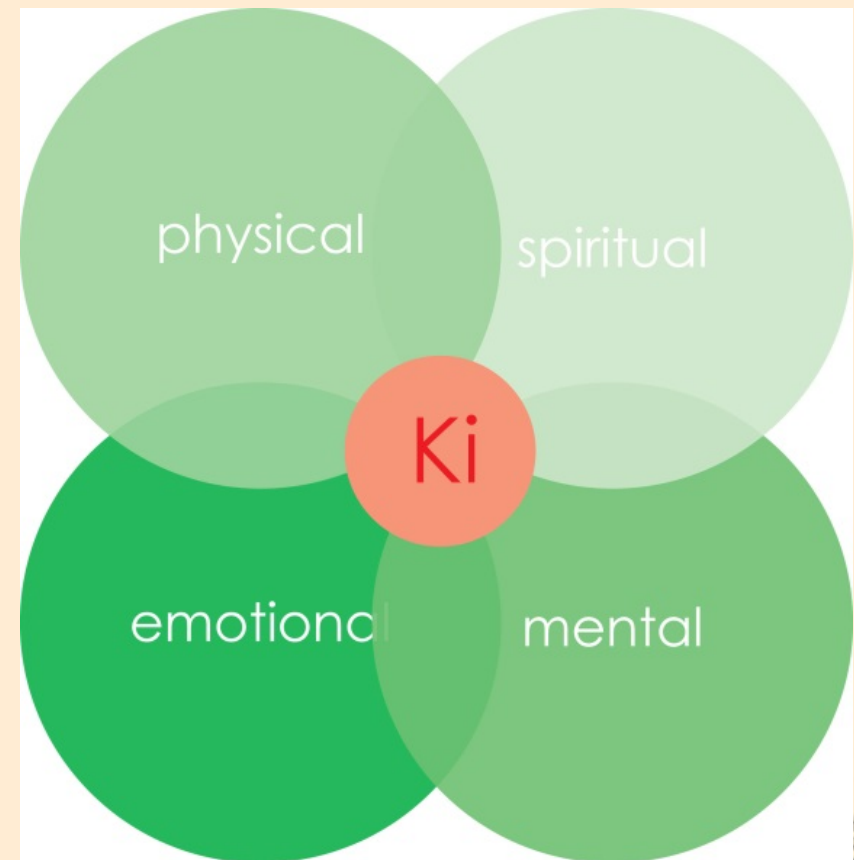
CE, the conductor and the holistic approach

Vygotski, Leont'ev, Makarenko,  
Moreno, Bernstein, Lurija

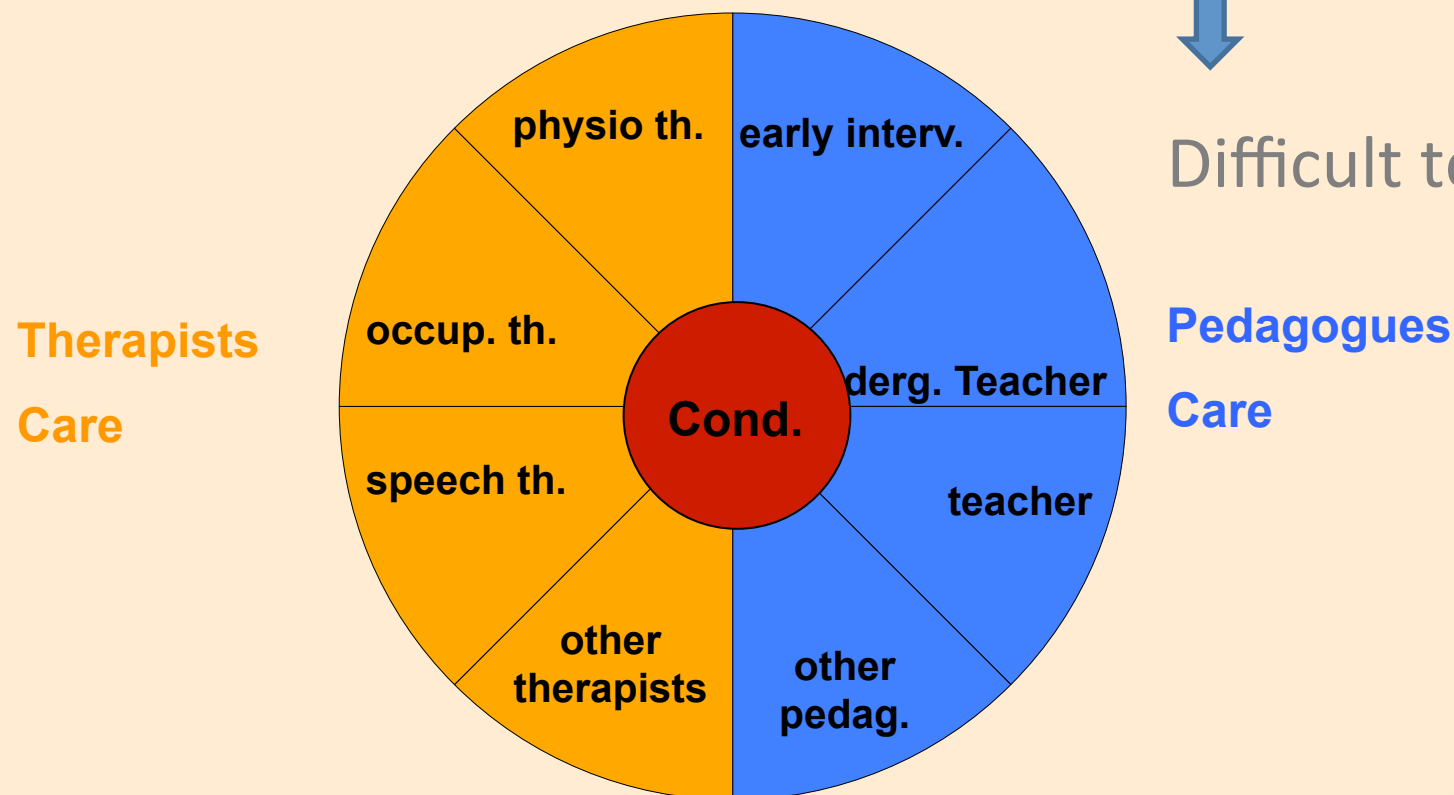
Principle of activity

Principle of group

.....



## 2. THE PROFESSION OF A CONDUCTOR

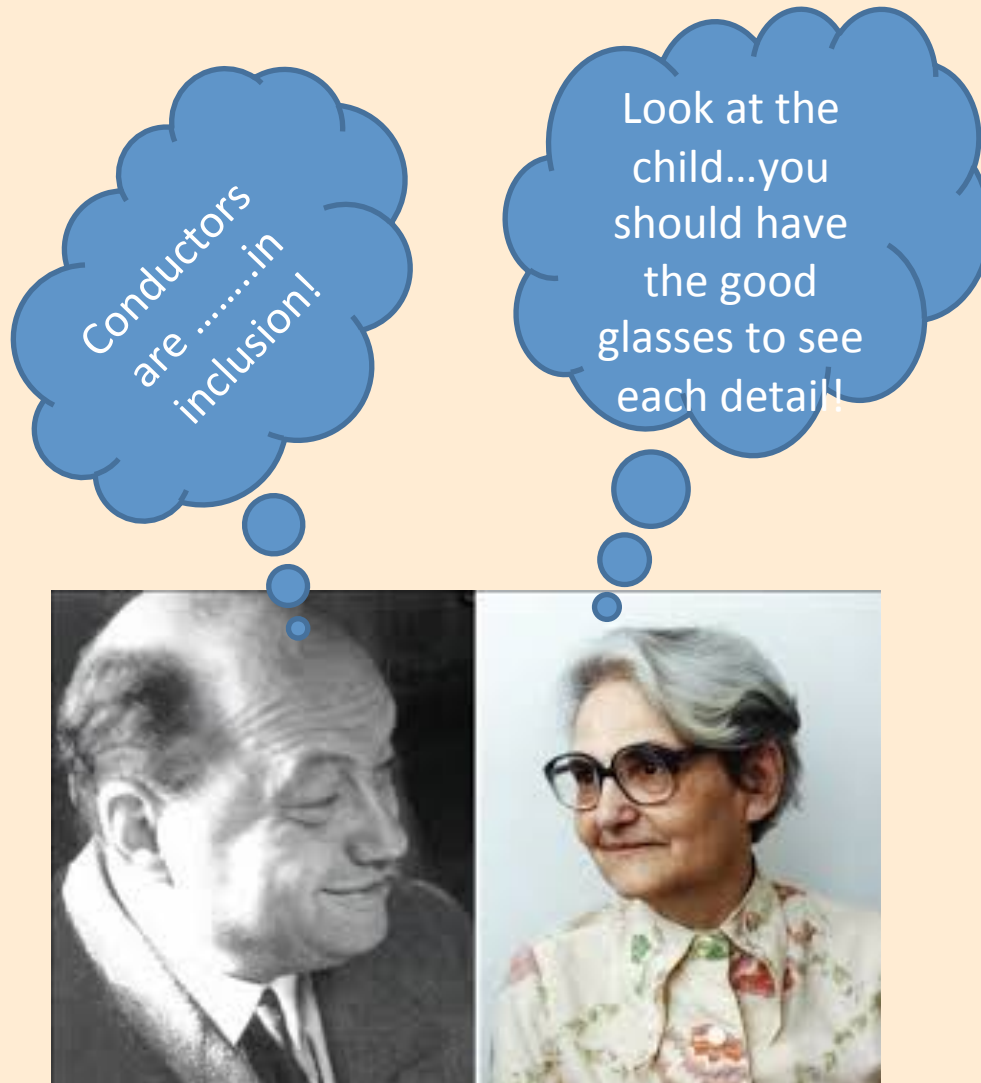


Conductors work in homogenous conductor teams, in transdisciplinary teams with other professionals but do they work in mainstream institutions like schools, preschools,..... advisory centres?

### 3. INCLUSIVE CONDUCTIVE EDUCATION



### 3. Inclusive conductive education

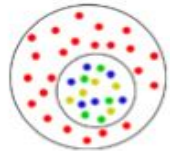


**What they would answer, if we asked them if a conductor is an inclusive specialist?**

**The quality of the education would always be measured and taken into account in any case, regardless of the setting!**



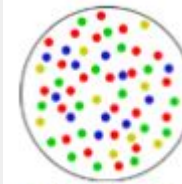




Integration



**4. Conductive Education in integrative groups**



Inklusion



**3. Conductive Education system with new target groups in special school**

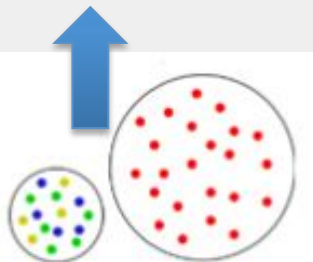
**5. Conductive Education in inclusive groups**

**2. Adults Conductive Education groups in (re)habilitation centres and workshops**

**6. Conductive Education/conductor as personal assistant of one child in a mainstream school**

**1. Conductive Education groups for children with ICP**

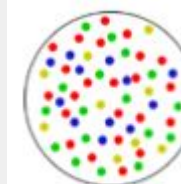
**7. Conductive Education in the general education system as an own pedagogical system/ concept ?**



Separation



**Conductive Education system**



Inklusion



**Can the specific, conductive support – support by special education, therapy and sport - conversely even be used to generally accompany the development of ANY child like the Montessori or the Waldorf education?**





# IMPORTANCE OF .....



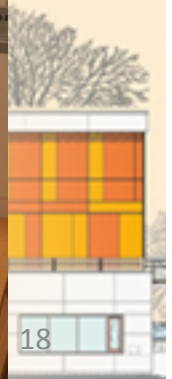
... hands and feet  
... language, multilingualism?  
... health consciousness  
... structure



Hands are like an external brain for all children.....

# IMPORTANCE OF....

- .... rhythm and music
- .... supporting surroundings
- .... partnership with parents





# IMPORTANCE OF ....

## ...movement and sports



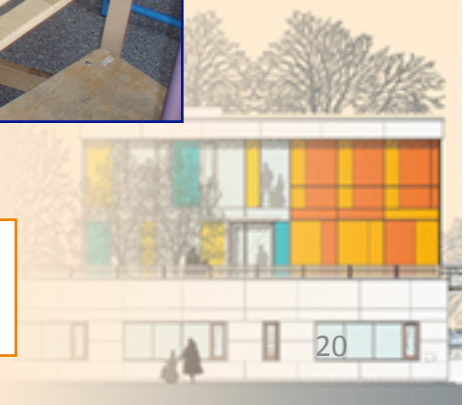
Physical activities based on CE principles



# SPECIAL FURNITURE – ADAPTED FOR GROUPS .....



.....there is allot there already!







## 4. Conclusion

- Conduction and inclusion can go hand in hand
- Conductive education must be developed further so that it will be used in all-inclusive settings
- CE could comprise a viable educational concept for children without any special need for conduction
- The conductor training must be developed further on with extended and new contents
- CE must be more disseminated in the world.....

All goals will be reached with clear glasses and an open view!





# Thank you very much