

FELDENKRAIS GUILD® of North America
E2.2.1.3 INTERNATIONAL ACCREDITATION GUIDELINES FOR
FELDENKRAIS® TRAINING PROGRAMS [ACCREDITED BY NATAB]

The purpose of the Training Accreditation Guidelines is to insure and promote the quality of each accredited FELDENKRAIS® Professional Training Program (FPTP). The principle intention is to support and to promote the learning of all those who are involved - the trainees, Trainers and Assistants - in a way which enables the FELDENKRAIS METHOD® to develop, and be adaptable to contemporary society.

Application and Accreditation Guidelines

1. The training shall prepare trainees for competence in the practice of both Awareness through Movement® and Functional Integration®.
2. Each individual training program shall be separately accredited in its entirety.
3. [Minor item deleted.]
4. A program shall not begin before accreditation has been given.
5. A proposal will be considered for approval by the TAB within three (3) months of receipt of a training proposal which fulfills all the criteria to the TAB. The staff will review the proposal for completeness and write to the training organizers for additional data, if needed, before the proposal is put on the agenda of the TAB.
6. Advertising and promotional materials:
 - a. Advertising includes written announcements to the public or to practitioners, teachers, and/or trainees of the Feldenkrais Method. A letter of intention or announcement of a "project" or anything of similar intent, published in Feldenkrais literature or any publication or place is considered advertising.
 - b. For trainings in areas served by EuroTAB, advertising may not begin until accreditation has been granted. For trainings in areas served by NATAB and AusTAB, advertising published before accreditation must include a statement that the sponsor "intends to apply for accreditation." In North America, a letter of intention must be filed with the NATAB before advertising.
 - c. Advertising should specify that in certain states, or countries, professional practice may be subject to licensing laws limiting their professional practice unless the graduate has (a) certain license(s).
 - d. For training programs accredited by NATAB, if evidence that the program is in compliance with state and local laws related to post secondary or vocational training has not been provided to NATAB, advertising must include a statement that "accreditation of this program by FGNA does not indicate that this program meets local or state laws for post secondary or vocational training."
 - e. Advertising shall indicate that neither ATM® nor FI® may be practiced professionally until the person has graduated from an accredited training program. Interim authorization as an ATM teacher is a student teaching position, subject to completing all graduation requirements.
 - f. Service Marks
 1. The training program shall comply with the service mark provisions of the country in which the program is operating. For information on local service mark provisions

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- training organizers are to refer to the Guild/Association of the country in which the training program is operating.
2. Service marks will be appropriately used in all training program promotional materials.
 7. Organizers of all training programs in the US and Canada accredited by FGNA after June 26, 2019 must secure insurance for the training programs including General Liability and Sexual Harassment coverage for the training program and each member of its educational and administrative staff, and naming FGNA as an additional insured. Ongoing coverage will be a condition of continued accreditation. Organizers must provide FGNA with:
 - a. A certificate of insurance meeting the above requirements, no less than 45 days before the beginning of the training program; and
 - b. A certificate of renewal no less than 45 days prior to the beginning of each training year.
 8. It is expected that a training program will proceed according to what has been set forth in the proposal with regard to educational content, personnel, location, structure, etc. The TAB must be informed as soon as possible, in writing, of any planned or unplanned changes in these areas. Significant changes in program may affect the status of accreditation.
 9. [Minor item deleted.]
 10. [Moved to 16(m).]
 11. A training is to be held over a minimum of three years (36 months) and include a minimum of 800 hours of class instruction over at least 160 days of training. In training segments longer than 10 days, there has to be at least one day off after each 7 days.

Requirements Related to the Organizational Aspects of the Training Program

12. A Trainer needs to be present for the entire 800 hours, except for brief and extraordinary circumstances. However, a maximum of 10 (ten) days of any training program can be taught by an experienced Assistant Trainer (defined by a minimum of five (5) years of experience as an Assistant Trainer and 280 days of work in training programs) or a Trainer Candidate without the Trainer present, but with Trainer supervision, at the discretion of the Educational Director. No more than five (5) of these ten days may be consecutive. Training proposals must include specific dates a training is to be held, with a list of who the Trainer is for each of those specific dates.
13. Every training program has to have an Educational Director and an Administrative Director. (In some cases, both roles may be performed by the same person.)
14. [Minor item deleted.]
15. The Administrative Director shall be either a citizen or permanent resident or has to know the laws, language and customs on the country in which the Training Program takes place.
16. For proposals submitted to NATAB, the proposal shall include:
 - a. Name (s) of the Educational and Administrative Director (s).
 - b. List of qualifications and duties of persons responsible for administrative and professional aspects.
 - c. Location, where the training program will be held.

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- d. Proposed schedule including dates and faculty. If dates and faculty have not been finalized at the time of application, a complete schedule needs to be submitted with the first year compliance form.
 - e. [Minor item deleted.]
 - f. [Minor item deleted.]
 - g. [Minor item deleted.]
 - h. [Minor item deleted.]
 - i. A list of fees and a budget for each of the four years in local currency as well as in US Dollars.
 - j. A description of the on going feedback and evaluation strategies to track the progress of the training, the trainees, the Assistant Trainers, and the performance of the Trainers.
 - k. A copy of the contract to be signed between the training organization and the trainees.
 - l. A signed Training Accreditation Agreement (which includes a statement that the training indemnifies the Guild)
 - m. A statement attesting that the program is in compliance with country, state, and local laws and that all necessary permits and licenses for conducting a professional training program have been obtained.
 - n. For each member of the administrative and educational staff: verification of compliance with Article 23, and acknowledgement of understanding that in the event of a disciplinary action by FGNA, the result will be shared with all TABs and Guilds.
 - o. For staff members who are not members of or certified by FGNA: a signed statement of understanding and agreement to abide by FGNA ethics requirements.
 - p. A statement agreeing to comply with FGNA Grievance Protocol requirements regarding disciplinary actions against trainees and training program staff.
 - q. For training programs in the US and Canada, agreement to provide FGNA with a certificate of insurance as specified in Article 7 of this policy.
17. The TAB shall receive a fee for the process of accreditation. For programs submitting to the North American TAB, the accreditation fee (nonrefundable) for each training program is payable at the beginning of each training year to the Guild office, with verification and reconciliation at the end of each training year in cases where trainees have been added or dropped.
18. In North America, all trainee contact information requested by FGNA shall be given to the Guild office by the 40th teaching day of the training program.
19. In North America, within the first year of the training, the training organizer will distribute to the trainees an orientation packet from the Guild.
20. Letters from Assistant Trainers are not required in the training proposal, but formal agreements are expected to be made between the training organization and the Assistant Trainer.
21. If an Assistant Trainer is scheduled to be the Trainer for a specific segment on the assumption that they will be granted Trainer status by that time, a letter from a Trainer will be required committing him/herself to be a back up for this time should the Assistant

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Trainer not become a Trainer as scheduled.

22. It is recommended that Assistant Trainers hired for years 3 & 4 of a training program have experience teaching in years one and two.
23. For training programs accredited by NATAB and taking place in the United States and Canada, all training program staff must be members of, or certified by FGNA, or must complete the FGNA “Statement of Understanding and Agreement to abide by FGNA Ethics Requirements” before joining the staff of the training program. In other countries where the training programs are accredited by NATAB, educational staff must be members of the IFF member Guild or Association in that country; if there is no IFF member Guild or Association in that country, they must be a member of FGNA, or must complete the FGNA “Statement of Understanding and Agreement to abide by FGNA Ethics Requirements” before joining the staff of the training program. Educational and administrative staff must be in good standing with all IFF members Guilds, Associations and Training Accreditation Boards, and must be in compliance with the FGNA Code of Professional Conduct, Standards of Practice, and any FGNA disciplinary action that is in place for that individual.
24. The training organizer and at least one member of the educational team in every segment should speak the native language of the country, except in those countries where insufficient number of Trainers and Assistants speak the language.

Requirements For the Educational Aspects of the Training Program

25. A training shall accept no more than 80 participants for a given program, have no more than 80 participants on site, and graduate no more than 80 (exception - visitors and guests).
26. A proposal should include a clear and comprehensive educational plan including an outline of general and specific skills and functional abilities to be fostered by the training, along with learning strategies to be used to provide learning experiences for the trainees and how these will evolve throughout the training.
27. A description of the process and criteria to be used in screening applicants should be included in the proposal. Diversity from a variety of professions, occupations and fields of endeavor is encouraged. Trainees shall be accepted into the Feldenkrais Professional Training Program regardless of their race, gender, religion, physical limitations, age or sexual orientation, provided they fulfill the other requirements described herewith.
28. Previous experience in the Feldenkrais Method, both FI and ATM, is needed for participating in a training program.
29. A contract to be signed between accepted applicants and training organizers is to be included with the training application. For training programs accredited by NATAB, this contract shall include:
 - a. Number of FI lessons included in the tuition
 - b. Fees, conditions of payment and responsibilities for non-payment of fees
 - c. Number of hours and years
 - d. Evaluation process during the training
 - e. Causes and process for dismissal
 - f. Maximum of permitted time of absence during the training program

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- g. Criteria for authorization to teach ATM as a trainee
 - h. Criteria for graduation
 - i. A clause about the intention of the trainee to complete the four years in one training
 - j. [Minor item deleted.]
 - k. A statement about needing to conform to laws about “hands on” practice in certain cases, in some states, provinces, and countries.
 - l. A statement that the training is organized under policies of an international accrediting board.
 - m. A statement that the training has to be completed in seven (7) years.
 - n. [Minor item deleted.]
 - o. A statement that by signing the contract, the trainee authorizes the training organizer to provide their contact information including email address to FGNA and authorizes FGNA to contact the trainee.
 - p. A link to information regarding procedures for filing complaints and grievances.
 - q. A statement that by signing the agreement, the trainee agrees that they are subject to, and will comply with the FGNA Code of Professional Conduct and Grievance Protocol and *Feldenkrais Method* Standards of Practice, and requirements for use of FGNA service marks, as they may change from time to time.
30. The Educational Director is responsible for the integrity of the entire training process; he/she should be a Guild-Certified Trainer with at least two years of experience in this function.
- a. For the sake of continuity, the educational director or one person from the educational staff or team has to be present 100% of the time. The Educational Director her/himself is to be present at least 50% of the time.
Continuity - the TAB has further delineated what this means in terms of what needs to be done in trainings and in proposals submitted for accreditation. It is preferred that the Educational team consist of Trainers and very experienced Assistant Trainers and that these are the people providing the continuity functions. Various combinations of faculty, manuals, design materials, and communications with the educational director may be used to fulfill the continuity functions, given the specific situation for each training program. The key is to be in clear communication with the TAB about how this function is to be (and is) carried out.
Proposals must specifically address the continuity functions. When the Educational Director is not present 100% of the time the plan should account for the following aspects of continuity:
 - how the incoming Trainer will know about the educational design and what has preceded the current segment, including information about any special needs of the group and/or specific students.
 - how the Educational Director will learn about the segment including information about specific students, if indicated
 - how the students’ need for a consistent, reliable presence by an educational team

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- member is actualized.
- b. The function of educational direction of the training program may be shared by an educational staff, educational team, or co-educational directors.
 - c. The function of educational direction of the training program includes:
 - 1. Development and implementation of the educational plan and coordination of the educational process.
 - 2. Coordination and integration of all Trainers and training staff with the process.
 - 3. Ongoing evaluation of the educational process, including how it is received by the trainees.
 - 4. Evaluation of the trainees for graduation.
31. The educational plan shall include a description of how the educational materials of Moshe Feldenkrais will be utilized in the training program and how the trainees will be exposed to the man and his teachings.
32. [Minor item deleted.]
33. It is expected that ATM will be part of the curriculum all four years of the training program. The educational plan will specify how Awareness through Movement will be taught in relation to Functional Integration.
34. During the training, the trainees shall be exposed to a minimum of four Trainers. The maximum any one Trainer can teach is 50%. However, an Educational Director who has directed a minimum of two training programs can teach a maximum of 60%. The additional days shall be taught by a minimum of three additional Trainers. Minimum exposure to one Trainer is 10 days. The educational plan will indicate how the principle of significant variety will be implemented.
35. A minimum of 12 FI lessons shall be offered to each trainee as part of the training and included in the tuition. All of these lessons shall be given under the direction of the Educational Director. At least 1 of these lessons shall be given by a Trainer. Practitioners with at least five years of experience may give up to 5 of these lessons. All remaining lessons shall be given by a Trainer or an Assistant Trainer. It is expected that the majority of these lessons will be given outside the 800 hours.
36. In the first half of a program, there shall be an average of one Trainer or Assistant Trainer for each 20 participants or fraction thereof. For trainings under 40 participants, in the first half, there may be one Trainer for 30 participants or fraction thereof. In the second half of all training programs, the ratio is one to 15.
37. Each trainee must have the opportunity to teach ATM under supervision before he/she is authorized to teach ATM with the public. Such authorization will not be granted before 80 full days of training is completed.
38. In the last quarter of the training, each trainee will have the opportunity to give at least two (2) FI lessons under supervision.
39. Trainees in training programs will be permitted to teach Awareness through Movement for purposes of their learning, after two years enrollment in the Professional Training Program. If a trainee drops out of the training program after two years enrollment, but before

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graduation, he/she will lose the right to teach Awareness through Movement , unless he/she has been granted a leave of absence.⁴⁰. [Minor item deleted.]

41. Trainees may miss no more than five (5) days in any year, and no more than ten (10) days during the whole course of the training program, without having to make formal arrangements with the Trainer or educational staff to make up missed class time. The trainee, however, is responsible for the content of the missed material. Trainees must make up all additional missed time with assistance of the educational director and the training program teachers. In North America, no person shall join a training program, having missed more than the first year (40 days/200 hours) of the program. When an entire sequence is made up in another training program, it is expected that the learning material be comparable, both in content and stage in the training process. Make up work is to be done as soon as possible.
42. The training program graduating the trainee and giving the diploma is responsible to see that the trainee has fulfilled all the requirements for graduation.
43. A trainee who wants to transfer from one training program to another must receive a letter from the educational director and the administrative director of his/her original program, indicating fees paid, number of days of training completed, which parts of the program completed, and a recommendation to continue the training elsewhere.
44. A trainee must complete their training within seven years' time.
45. There shall be a visitor (trainees from other programs and graduates) and guest policy.
46. Describe in the proposal, ongoing feedback and evaluation strategies to track the progress of the training, the trainees, the Assistant Trainers, and the performance of the Trainers.
47. Compliance forms are due after each 20 days of training (40 days for 8-week long programs). [For programs with three segments each year, submitting the forms after each segment is easier for the TABs to review.] [In North America,] for Educational Directors who have completed directing two accredited trainings, as the Educational Director, and whose trainings have had no recent violations of TAB policy, compliance forms are due 45 days after completion of each year of the training. For other Educational Directors, compliance forms are due more often, as scheduled with the accrediting TAB.

Last revised January 12, 2021 by FGNA Executive Committee
Adopted 1997 by FGNA Board of Directors