

World Cerebral Palsy Day Awards

Project submitted by: Mrs. Beate Höß-Zenker
Chief Executive Officer of
Pfennigparade Phoenix Schulen und Kitas GmbH
Oberföhringerstr. 150
81929 Munich
Germany

Ph: +49 89 8393-6388
M: beate.hoess-zenker@pfennigparade.de

**PROJECT
CONDUCTIVE EDUCATION IN INCLUSION SCHOOLING PROJECT
FOR CHILDREN WITH CEREBRAL PALSY. A COOPERATION
BETWEEN A SPECIAL NEEDS SCHOOL AND A PRIMARY SCHOOL,
COMBINING PEDAGOGY AND THERAPY (CONDUCTIVE
EDUCATION) IN ONE AS A HOLISTIC APPROACH**



Introduction

Education, therapy, neuropaediatrician appointments, psychologist, fun all under one roof during school time this is the concept.

The Pfennigparade Phoenix Schulen und Kitas GmbH herewith submits an inclusion schooling project which runs already successfully in praxis since September 2009 and can serve as a pioneer project for other countries. The special about this project is that the conductive education concept is integrated into the daily inclusive school routine; it is the holistic pedagogical and therapeutic concept during the whole school week. This means that no additional therapeutic programs are needed in the afternoon or evening. Once the school is finished all rehabilitation is done as well and children can enjoy the rest of the afternoon with friends and family. This means a huge relief to parents and no additional appointments and stress. The children don't get bored of therapy, they don't have to spend the end of afternoon or weekend with more tiring appointments and the parents can attend to all their children including siblings and live becomes far less stressful.

We have developed an educational/therapeutic system in which it is possible for children with cerebral palsy and other children with a motor functional disability to learn, play, socialize and rehabilitate under the concept of conductive education alongside children without any disability under one roof, in one school, within one educational system. Both disabled children as well as non-disabled children highly profit from this form of schooling, which runs under the government curriculum and has the potential to form the basis for a just and non-discriminatory society. If made public and be adopted in other institutions and countries it can revolutionize the landscape of the mainstream schools and also fundamentally change the learning and living situation as well as quality of life for children and parents with cerebral palsy.

Hence, and despite submitting this inclusion schooling project to the World Cerebral Palsy Day Committee, we are very keen to share this project with the world and more so help other centers with our know-how to set up similar systems for the benefit of people with cerebral palsy world-wide. The project was initiated by Pfennigparade Phoenix Schulen und Kitas GmbH and runs in co-operation with the local state run primary school Regina-Ullmann.

World Cerebral Palsy Day Award 2019

Submission by: Pfennigparade Phoenix Schulen und Kitas GmbH, Beate Höß-Zenker, CEO

Award Categories:

- A. Public Awareness
- B. Civil Rights
- C. Medical / Therapeutic
- D. Quality of Life
- E. Education
- F. Contribution

A. Public Awareness

Through this project a life together with disabled and non-disabled people in this world can be learned with mutual appraisal as early as possible before exclusion can arise or lacking sensibility for the needs of weaker individuals evolves. The mutual education in the cooperating groups refers to the findings, that the contact between children with cerebral palsy and children without disability at an early age is being adopted as normal. Due to the high satisfaction of parents, children and staff the concept will be developed further and established at even more state run schools.

The children without disability clearly profit from this educational inclusion system. They have learned respect and emphasis and also learned to wait for their disabled friends and help one another. They also gather self-esteem from the daily give-and-get situation.

The non-disabled learn to treat the various forms of disabilities as normal and understand the constraint of the children. They learn to respect one another and not make fun of each other. They learn not to pity the way of life of the disabled and consider the circumstances as 'normal'. The aim is to understand that each individual has different abilities and qualities and is able to develop them further.

Mutual education makes a success orientated comparison amongst the children possible. The work within the group motivates the children to try new challenges and master new difficulties with the help of the others. Next to the acceptance of help the children are being motivated to support, to motivate, to comfort each other and to rejoice together over the reached goals and success.

B. Civil Rights

The inclusive schooling project runs in accordance with the Convention of the United Nations on the rights of persons with disabilities. The project demonstrates in an exemplary way the unlimited and natural right of participation of people with disabilities, of children with cerebral palsy.

C. Medical / Therapeutic

The medial and therapeutic aspect is also included into the daily structure at school.

In addition to the inclusive learning system the disabled children are being furthered under the concept of conductive education by Prof. Dr. Andras Petö. The guidelines of the pedagogical concept are being adapted as identical as possible into the existing educational system. Our neurophysiological education resembles a very special support for children with cerebral palsy. The conductive-integrative education combines speech, movement, rhythm and facilitates the children in their motor, linguistic, cognitive and social skills. All activities are integrated in a day and furthers systematic the independence and development of each child. Our holistic education makes it possible that children with impairment of the central nervous system understand themselves as carrier of values and look at themselves as valuable individuals of our society and within this context accept their disability and as a consequence develop their self-esteem. The children shall become aware of their own strengths and weaknesses, their own situation and their social experiences which they collect over a period of time. They should grapple with all of this and reach as much independence as possible of aids and caretakers up to their own potential.

Holistic

Holistic is being looked at in the sense of unity of pedagogy and therapy. The transdisciplinary staff work together so that a constant exchange and mutual work with the children is possible without constantly confronting the children with changing attachment figures. The psychological orientated holistic view of a human being emphasizes a systematical view in which the person is not being seen as a sum of many components but presents himself within the reciprocal reference of his characteristics. "The whole is more than the sum of his parts". This approach stands against the elementary minted description of a human being, which results into a splitting of psycho-physical areas such as body, mind and intellect. Conductive Education tries to encounter the unity of the individual with a complex education by using a comprehensive education – holistic education. The main task within the rehabilitation day is to bring different existing therapies together as a whole and apply them with the highest possible outcome. And also to involve and inform parents as much as possible about the goals, tasks and development of their child with cerebral palsy. In this context it is very important to have access to a special qualified team. The child is being educated and supported in a consequential and playful manner in all daily situations throughout the day at school. So a constant repertory practice evolves. This education is being complemented by an individual aid support, i.e. computer etc.

To be able to continue the education at home, parents are being trained in special designed parent workshops. Home visits are being made on a constant basis as well as hospitations in our class. This serves to incorporate the learned into the home environment.

D. Quality of Life

The Aim of the project is the social integration of children with cerebral palsy (also severe forms of CP) and other physical disabilities into the natural and cultural grown society at a very early age. In this set up they are able to form their own identity and way of life so that they feel that they are part of the society and not excluded. It is important for the child to be actively co-determined. The supporting frame of the conductive class at school offers this possibility. By combining learning with rehabilitation we take off the stress for parents to drive to additional conductive education after school programs. Rehabilitation is done in school as well as learning. Children can enjoy the rest of the afternoon with friends and family. This means a huge relief to parents. The children don't get bored of extra therapy, they don't have to spend the afternoon with more tiring appointments and the parents can attend to all their children including non-disabled siblings and live becomes far less stressful. We aim to increase the quality of live for parents and their children with cerebral palsy by taking of the extra burden of additional rehabilitating external appointments. This again means same rights for all, spare time for all, fun for all.

E. Education

We have managed to establish a framework where inclusive education is possible. Inclusive education means educating learners with special educational needs, children with cerebral palsy, in a regular educational setting. It means facilitating education including curriculum adaptation, adopted teaching methods and modifies assessment techniques and accessibility arrangements. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all. We want to reduce and eliminate exclusion within the educational system and herewith socialization.

Goal of this inclusive schooling is to allow participation of 'normal life' under the umbrella of a state-run school by incorporating the principles of conductive education.

The Phoenix class persists of 12 disabled children (hereafter referred to as: partner class). The pupils are schooled by Phennigparade Phoenix Schulen und Kitas GmbH in a classroom at the primary school Regina-Ullmann. The partner class has access to the entire school premises, playground, other class rooms, sports hall, after school room, changing rooms and so forth. Special

World Cerebral Palsy Day Award 2019

Submission by: Pfennigparade Phoenix Schulen und Kitas GmbH, Beate Höß-Zenker, CEO

needs as well as regular children have to receive their adequate and appropriate education under the suitable curriculum therefore most of the special needs education takes place in the Phoenix classroom where a special needs teacher and a transdisciplinary team works hand in hand with the children. Same applies to the regular pupils, they learn in their own classrooms. Depending on the cognitive level of disability some pupils can do education activities regularly with their fellow pupils at the regular class and visa versa. Of course, teachers need to liaise and exchange plans a lot. Exchanging children between their classes takes place at present twice a week during science and art and craft classes. Also, in sport class irregularly as agreed between teachers. 4-5 special needs children are joining the normal class and the same amount of regular pupils come to our special needs Phoenix classroom to learn. Furthermore these partner classes are having some other common programs together during the week for instance they go to the library and church together. Apart from classes however there are plenty of possibilities to promote social inclusion. As the special needs pupil are in house of the regular school they become part of the regular school community. They arrive together with their fellow pupils, they take part in assemblies, they buy snacks together from the school shop, go to the playground during breaks and socialize and mingle with each other, they make friends. At lunchtime following a nomination system the disabled children are allowed to go to the school canteen to have their lunches with the regular pupils and some regular children on a voluntary basis are coming to our special eating program in our Phoenix class, which has become very popular! In the afternoon there are several other possibilities to create useful inclusion. The disabled children can choose which school afternoon club they want to join. Here they can play or do various activities with different age groups with regular children as well, or they can choose to play with their disabled friends. Some of the disabled children are able to do their homework alone and these children are allowed to do their homework at a chosen after school homework group. Before going home however our disabled children come back to the Phoenix class room to take part in the afternoon-good-by circle. Further inclusion takes place during all sorts of school events, celebrations, brunches, music events, puppet shows, excursions and games on the playground and also summer parties and traditional celebrations where not only the children but also the parents of disabled and regular children mingle and make friends. This also leads to afternoon invitations between the two parties. In addition after school clubs are proposing their inclusive services during school holidays. At our partner class a team of transdisciplinary specialists support the children.

In addition to this set up all disabled children are being offered conductive education under the principles of Prof. Dr. András Petö up until the afternoon until they leave school. They receive occupational therapy, speech and language therapy as well as physiotherapy depending on their requirements. Once a week, they have class on the premises of the Phoenix school where they are able to use therapeutic equipment (such as: treadmill, Galileo, etc.) This requires a high qualified educational level of staff and teachers of both schools. The constant exchange between colleagues and support of the head master is vital to guarantee enough possibilities and competent development.

The transdisciplinary team consists of a lecturer, occupational therapist with additional pedagogical therapeutic qualification as conductor, a conductor as group leader, a physiotherapist part time, a children caretaker and helping staff. The day at school regulates the live rhythm of the child and helps to graduate physical strength. A repetitive daily structure is important.

The school is barrier-free.

F. Contribution

The concept of the inclusive school was established by Pfennigparade Phoenix Schulen und Kitas GmbH together with parents, families, Phoenix staff, professionals and runs in Cooperation with the state run primary school Regina-Ullmann.

KEY ISSUES

Award Judging criteria:

The project or campaign demonstrates the following:

- **A clear definition of the issue we targeted and our long term goal**
=>The Pfennigparade Phoenix Schulen und Kitas GmbH targeted the issue of exclusion, separation of children with cerebral palsy. With the inclusive schooling project we reached the goal to successfully integrate children with cerebral palsy to start the process of social acceptance, developing self-esteem and as a long term goal to form the basis for a non-discriminatory society – education for all under one roof with equal rights.
- **Action that either achieved the goal, or was a significant step towards the goal**
=>The Pfennigparade Phoenix Schulen und Kitas GmbH elaborated the concept for an inclusive school system by combining a state run school with a special needs school under one roof combining therapy and pedagogy.
- **Demonstrated measurable outcomes – qualitative and / or quantitative**
=> The Pfennigparade Phoenix Schulen und Kitas GmbH has experience in the inclusive schooling for 10 years. The proven improvement: questionnaires of satisfaction done in the first years of the cooperation with parents, staff and children showed high satisfaction. Every two years we are asking the parents to participate in a parent survey.
- **Potential to be scaled and/or replicated elsewhere in the country or internationally.**
=>The Pfennigparade Phoenix Schulen und Kitas GmbH highly recommends the concept of the inclusive schooling on the grounds of the proven success and satisfaction of parents. Cognitive as well as motoric abilities of children with cerebral palsy improve faster than in normal special needs schools due to normal competition, learning from one another.

Other attributes that will receive favorable consideration:

- **Involvement of people with cerebral palsy and/or their families and care-takers in the planning and implementation of the project**
=>The Pfennigparade Phoenix Schulen und Kitas GmbH involved families and care-takers of children with cerebral palsy in this project. Through parent surveys, conversations, discussions, meetings with professionals. The long term expertise of Pfennigparade Phoenix Schulen und Kitas and their experience made it possible to achieve the unthinkable!

- **Partnerships with other individuals or organizations to achieve the outcomes**

=>The Pfennigparade Phoenix Schulen und Kitas GmbH puts an enormous effort in promoting their conductive education for many years. We have managed to build partnerships throughout the world. Despite our conductive school we have established several associations to promote conductive education and guarantee the quality management of the conductor. With workshops, lectures, projects and the close collaboration with the Andreas Petö Faculty we have managed to gather great influence and know how to help children with cerebral palsy. Also as the president of ECA European Conductive Association we have set ourselves the goal to create high public awareness throughout the world (www.conductiveeducation.eu). We network with many institutions and organizations that support children and people and their families with cerebral palsy. We promote the World Cerebral Palsy Day each year, have parent workshops, work together with our local sports association, Emoki, who on a constant basis enables the participation of children and people with cerebral palsy in social life. Emoki – sports (Emotion kids) also comes to our schools and offer courses like: swimming, wheel chair sport, arrow shooting etc. Throughout the year Emoki sets up events like skibob, race runner, and other sports events for children with cerebral palsy. We work together with all this teams which forms a unit between professionals, families and staff. Through this publicity the inclusions project is highly promoted and in demand.

- **Successful sponsorship of the project, either funding or in-kind support**

=>The Pfennigparade Phoenix Schulen und Kitas GmbH receive their funding from companies, private donations, or “Aktion Mensch” (www.aktion-mensch.de), which is a German donation organization with strong regulations. With this money and the constant help of parents, staff and a great team spirit of all involved this wonderful project is ongoing possible.

- **Use of the most appropriate channels to promote the project or campaign.**

=>The Pfennigparade Phoenix Schulen und Kitas GmbH promotes the project through their website, Facebook, via hospitals, flyers, parent’s publicity, lectures at conferences, networking with other organization throughout Europe as well as via ECA European Conductive Association

- **Demonstration of broader benefits to the community and resulting social impact.**

=>The Pfennigparade Phoenix Schulen und Kitas GmbH is keen to share the concept of inclusive schooling and the cooperation between state run schools with further schools to build a conform unity where people with cerebral palsy have the same rights and acceptance than non disabled people, where discrimination of people with cerebral palsy eases, where people with cerebral palsy have a better quality of life, actively take part in society and as a result everyone is equal and accepts and respects each other.

Closing words

If this concept of inclusive schooling can be made public, be accepted and copied by other schools and countries a milestone for cerebral palsy will be reached towards awareness and acceptance of the disability. Let us help to make the world a better more justice place.

Thank you for considering this project for the World Cerebral Palsy Day Award!

Excursion and sports at Inclusive School



Summer Party and Carnival at Inclusive School



Conductive Education Program at the Inclusive School



World Cerebral Palsy Day Award 2019

Submission by: Pfennigparade Phoenix Schulen und Kitas GmbH, Beate Höß-Zenker, CEO

Intense one-to-one Conductive Education at the bar with head conductor at Inclusive School



*World Cerebral Palsy Day Award 2019
Submission by: Pfennigparade Phoenix Schulen und Kitas GmbH, Beate Höß-Zenker, CEO*