

**INTERNATIONAL ACCREDITATION GUIDELINES FOR  
FELDENKRAIS® TRAINING PROGRAMS ACCREDITED BY AUSTAB, DTAB, EUROTAB AND NATAB**

<b>STANDARD</b>	<b>Details that can be decided and applied locally</b>
<p><i>The items in this column have been identified as “substantial”. These are fundamental to the Method, and it is essential that these items are consistent across all accredited Feldenkrais® training programs internationally.</i></p> <p><b><i>Changes to these items require international agreement, using the procedure to change international policy.</i></b></p>	
<p><b>Standard 1 – Purpose, Expected Outcomes, and Educational Requirements for the Training Program</b></p> <ol style="list-style-type: none"> <li>1. The training program shall prepare trainees for competence in the practice of both Awareness Through Movement® and Functional Integration®.</li> <li>2. <b>Purpose of the Training Program</b> An accredited Feldenkrais training program (“the training program”) must have a clear and concise public statement of the purpose of the training program that sets the tone for educational direction.</li> <li>3. <b>Expected Outcomes for the Training Program</b> The training organization must have a public statement of the expected outcomes for trainees in the training program. The outcomes include the expected competence for trainees at the completion of the training program, in both what they will know, and what they will be able to do.</li> </ol> <p><b>Educational Requirements</b></p> <ol style="list-style-type: none"> <li>4. A proposal for accreditation of a training program shall 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.</li> <li>5. Online training hours can be used for part of the overall training hours, with the following constraints:</li> </ol>	

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Each Trainee must have at least:

- 70% (280 hours) of in-person training hours in the first half (first 400 hours) of the training program, and
- 80% (320 hours) of in-person training hours in the second half (second 400 hours) of the training program.

Include in the Educational Plan:

- The number of hours of online time you plan to use;
- how you plan to use this online time; and
- if you are offering a hybrid program design where trainees can choose when to attend in person and when to attend online, how you will monitor individual trainees to ensure they attend in-person the required number of in-person training hours.

For the purposes of these guidelines, “online” is defined as meaning when the trainee is present online, from a site where there is no accredited faculty (Trainer, Trainer Candidate or Assistant Trainer) present in-person with the trainee(s).

In contrast to this are models that have elements of online delivery but are not considered online for the purposes of the guidelines, because there is an educational staff member present in-person with the trainees.

For example, a training might have satellite sites where the trainer and/or the trainees are linked via online hubs, however there is/are also accredited staff physically present with the trainee/s at the satellite sites.

6. 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). The Training organizer needs to request an exception from the TAB if they want to have more than 80 participants.

7. A training is to be held over a minimum of 36 months, and include a minimum of 800 hours of

*TABs may set requirements for days off, and the maximum number of training hours per day. For example, a TAB may require that:*

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class instruction. For training programs accredited by EuroTAB, the training must be held over at least 160 days of training. For training programs accredited by AusTAB, DTAB or NATAB, in exceptional cases, (for example, a training offered in an academic institution as a full-time program of study), the TABs may accredit a training program that is held over a minimum of 24 months.

8. 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 from the original sources (i.e. Amherst Training, San Francisco Training, and Alexander Yanai lessons).
9. It is expected that ATM will be part of the curriculum throughout the training program. The educational plan will specify how Awareness Through Movement will be taught in relation to Functional Integration.
10. A minimum of 12 Functional Integration 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 one of these lessons shall be given by a Trainer.

For training programs accredited by EuroTAB, 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.

For training programs accredited by AusTAB, DTAB or NATAB, of the remaining 11 lessons, up to 5 may be given by an experienced practitioner as determined by the Educational Director. The remaining lessons may be given by a Trainer, Trainer Candidate, or Assistant Trainer. The majority of these lessons must be given outside the 800 hours.

- *Example: In training segments longer than 10 days, there has to be at least one day off after each 7 days.*
- *Example: The training day is to include no more than 6 training hours, and the class instruction is to be held over at least 160 days.*

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<p><b>STANDARD 2 – Legal, Financial and Insurance Requirements</b></p> <p><b>Compliance with local business regulations</b></p> <p>11. It is the responsibility of the training organizers and Educational Directors to comply with and adhere to the local regulations and laws that apply in the country/locality in which the training program is held.</p> <p><b>Adequate Financial Resources</b></p> <p>12. The Training Program’s financial resources must be adequate to achieve the program’s stated purpose and expected program outcomes.</p>	<p><i>TABs may identify specific requirements. For example, a TAB may require that:</i></p> <ul style="list-style-type: none"> <li>- <i>Example: Proposals for accreditation include 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.</i></li> <li>- <i>Example: Accredited training programs must meet insurance requirements set by the TAB Governing Body. (Example)</i></li> </ul>
<p><b>STANDARD 3 – Enrollment and Attendance Requirements</b></p> <p>13. Diversity is encouraged.</p> <ul style="list-style-type: none"> <li>a. Diversity from a variety of professions, occupations and fields of endeavor is recommended.</li> <li>b. 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 set by the training organization.</li> </ul> <p>14. Attendance and makeup - Trainees may miss no more than 25 hours in any quarter of the training, and no more than 50 hours 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.</p> <p>15. Trainees must make up all additional missed time with assistance of the Educational Director and the training program teachers.</p> <p>Training applications must address how they will organize make up requirements.</p>	<p><i>TABs may identify further related requirements or guidelines for enrollment and attendance, for example, that:</i></p> <ul style="list-style-type: none"> <li>- <i>Example: Previous experience in the Feldenkrais Method, both FI and ATM, is recommended for participating in a training program as approved by the Educational Director. (Example)</i></li> </ul>

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<p>16. No person shall join a training program, having missed more than the first 200 hours of the program.</p> <p>17. When a trainee wants to transfer from one training program to another, the Educational Director and the Administrative Director of the trainee’s original program must provide a letter indicating fees paid, number of hours of training completed, and which parts of the program have been completed.</p>	<p><i>TABs may identify additional requirements related to the transfer of a trainee from one program to another, for example:</i></p> <ul style="list-style-type: none"> <li>- <i>Example: The TAB can require that the TAB shall be notified of a transfer, and can specify who needs to notify the TAB (i.e. the original training program, or the receiving training program).</i></li> </ul>
<p><b>STANDARD 4 – Staffing Requirements</b></p> <p><b>General</b></p> <p>18. Faculty roles are Educational Director, Trainer, Trainer Candidate, experienced Assistant Trainer, Assistant Trainer, experienced Practitioner, and guest presenters.</p> <p>19. All Trainers and Assistant Trainers must be members of a recognized Feldenkrais Professional Practitioner/Teacher Guild/Association.</p> <p>20. Each member of the training program’s educational and administrative staff must:</p> <p>a. affirm that they are in compliance with:</p> <ul style="list-style-type: none"> <li>- the Feldenkrais Method Standards of Practice, Code of Professional Conduct, and other professional policies that apply in the country where the training is taking place, or as otherwise specified by the TAB, and with</li> <li>- requirements of any disciplinary action from a Guild, Association or TAB that is in place for that individual; and</li> </ul> <p>b. agree to comply with Feldenkrais Method Standards of Practice, Code of Professional Conduct, and other professional policies of the Guild or Association of the country in which the training is taking place.</p>	<p><i>TABs may identify additional staffing requirements, for example:</i></p> <ul style="list-style-type: none"> <li>- <i>Example: 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.</i></li> <li>- <i>Example: It is recommended that Assistant Trainers hired for the second half of a training program have experience teaching in the first half. (Example)</i></li> </ul>

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In countries where there is no IFF member Guild or Association, the TAB will specify the requirements that apply to the educational and administrative staff.

**Educational Director, Educational Direction Team,  
Educational Direction**

21. An Educational Director must be a TAB Certified Trainer with at least 400 hours of experience teaching as a Trainer in a training program.
22. Every training program has to have an Administrative Director, and an Educational Director. Both roles may be performed by the same person.
23. The Educational Director for a training program is responsible for the integrity of the entire training process, the overall educational plan, the quality of the instruction, and the carrying out of the curriculum, and shall supervise all educational staff of the training program.
24. While the Educational Director has the ultimate responsibility for the matters stated in #23, the Educational Director may share the educational direction function within the training program with a co-Educational Director, or with a team of educational staff from the training program. If there are co-Educational Directors, one of them must be specified to be the primary contact for the accrediting TAB.
25. The function of educational direction of the training program includes:
  - a. Development and implementation of the educational plan and coordination of the educational process.
  - b. Coordination and integration of all trainers and training staff with the process.
  - c. Oversight of the trainees' educational development over the course of the training program.
  - d. Ongoing evaluation of the educational process, including how it is received by the trainees.

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e. Evaluation of the trainees for graduation.

26. For the sake of continuity, the Educational Director or one person from the educational staff or team shall be assigned to be present 100% of the time. The Educational Director her/himself is to be present at least 50% of the time.

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 member is actualized.

27. A Trainer must be present for the entire 800 hours, except under the following conditions:

- An emergency situation where the Trainer cannot be present.
- A Trainer Candidate is scheduled to teach.
- An experienced Assistant Trainer\* is scheduled to teach.

28. A maximum of 10% (80 hours) of the entire training (800 hours) can be taught by Trainer Candidates and/or experienced Assistant Trainers *without a Trainer present, but with Trainer supervision*, and at the discretion of the Educational Director. No more than 25 hours of these 80 hours may take place on consecutive training days.

\*An experienced Assistant Trainer is defined as a person who has worked a minimum of 600 hours in training programs as an Assistant Trainer. This needs to include working in all 4 quarters of the training program.

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<p>At the Educational Director’s discretion, when a Trainer is present, an Assistant Trainer, Trainer Candidate, or a specialist in a topic can teach.</p> <p>29. Faculty must provide exposure to a variety of teaching styles within the training context, including exposure to a minimum of four Trainers. Minimum exposure to each of these four Trainers is 50 hours.</p> <p>The maximum any one Trainer can teach is 50% of the 800 required training hours. However, an Educational Director who has directed a minimum of two training programs can teach a maximum of 60% of those 800 hours. The additional hours shall be taught by a minimum of three additional Trainers. The educational plan must provide for a significant variety of Trainers.</p> <p>Any two Trainers cannot teach more than 75% of the 800 required training hours, leaving at least 25% for two or more other Trainers.</p> <p>30. Faculty-to-trainee ratios must be sufficient to meet the educational needs of the trainees in relation to the learning activities being taught.</p> <p>There shall be a ratio of an average of one Trainer or Assistant Trainer for each 15-25 trainees, subject to provision of a rationale in the educational plan, and approval of the educational plan by the TAB. The application needs to include a proposed ratio and rationale for each portion of the training.</p> <p>31. If a Trainer Candidate or 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 backup for this time should the Trainer Candidate not become a Trainer as intended.</p>	
<p><b>Standard 5 - Supervision and Assessment of Trainees</b></p> <p>32. Each trainee must have the opportunity to teach ATM under supervision, and with feedback, before he/she is authorized to teach ATM with the public.</p>	

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<p>33. For training programs accredited by EuroTAB, trainees will be permitted to teach Awareness Through Movement for purposes of their learning, after two years enrollment in the Professional Training Program.</p> <p>For training programs accredited by AusTAB, DTAB and NATAB, trainees may be permitted to teach Awareness Through Movement to the general public as a trainee ATM teacher, for purposes of the trainee’s learning, after 350 hours of enrollment in the Professional Training Program, dependent on:</p> <ol style="list-style-type: none"> <li>1. successful completion of an ATM practicum</li> <li>2. completion of 350 hours of the training program</li> <li>3. recommendation of the Educational Director to be a trainee teacher</li> <li>4. staying in the training program</li> <li>5. meeting any additional related requirements of the local Feldenkrais guild or association.</li> </ol> <p>34. If a trainee drops out of the training program after meeting the requirements to be a trainee ATM teacher, but before graduation, he/she will lose the right to teach Awareness Through Movement, unless he/she has been granted a leave of absence.</p> <p>35. In the last quarter of the training, each trainee must have the opportunity to give at least two (2) FI lessons under supervision and with feedback.</p> <p>36. The training program graduating the trainee and giving the diploma or certificate of completion is responsible to assure that the trainee has fulfilled all the requirements for graduation.</p> <p>37. The proposal must include a description of the ongoing feedback and evaluation strategies to track the progress of the training, the trainees, the Assistant Trainers, and the performance of the Trainers.</p>	
<p><b>STANDARD 6 – Administrative Requirements</b></p> <p>38. An application for accreditation must be submitted to the TAB for approval.</p>	<p><i>TABs may identify requirements and procedures related to the following areas:</i></p> <p>A. <i>Advertising and promotional materials for training programs (See Appendix 1 for examples of possible wording that could be used or adapted.)</i></p>

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39. The training program must meet the administrative requirements and procedures set by the TAB.

40. The training program must have a student contract/enrollment agreement that states the responsibilities and rights of the students, and of the training organization, that must be signed by each applicant accepted for the training program.

41. The training program must comply with the requirements for service mark use that apply in the country where the program is operating. For information on requirements, training organizers must contact the owners of the service mark(s) in that country.

*B. The TAB’s process for accepting and reviewing a training accreditation application, including, for example:*

- *Example: The TAB shall identify the timeline within which a training proposal will be considered for approval by the TAB (for example, “within three (3) months of receipt of a training proposal that fulfills all the requirements”).*
- *Example: The TAB will review the proposal for completeness and may request additional data, if needed, before the proposal is put on the agenda of the TAB.*
- *Example: The TAB shall specify a fee for the process of accreditation, and the amount and timing of a student fee payable to the TAB over the course of the training program, if applicable.*
- *Example: The TAB shall identify what trainee information needs to be submitted to the TAB, and by what dates, as part of the accreditation.*
- *Example: The TAB may require that no training program shall begin before receiving accreditation.*

*C. What to include in an application for accreditation.*

- *(see Appendix 2 for examples of possible wording that could be used or adapted); and*

*D. The content that must be included in an enrollment agreement/contract with each applicant accepted for a training program*

- *(see Appendix 3 for examples of possible wording that could be used or adapted.)*

*A TAB may also establish further administrative requirements, guidelines and procedures to be followed by training programs that it accredits, for example:*

- *Example: The TAB may recommend that the training organizer and at least one member of the educational team in every segment should speak the native language of the country where the training program is located, except in those countries where insufficient number of trainers and assistants speak the language.*

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	<ul style="list-style-type: none"> <li>● <i>Example: The TAB may require that the training organization must communicate their intention to submit a training proposal to the national guild/association of the country in which the training will take place, and that a letter from the national guild/association confirming the communication must accompany the training accreditation proposal.</i></li> <li>● <i>Example: The TAB may require that in the Administrative function, one or more people will be responsible for financial and organizational aspects, including the relationship with the local practitioner Guild/Association and the TAB. Someone from the Administrative staff shall be present on the training site as often as needed.</i></li> <li>● <i>Example: The TAB may require that the Administrative Director(s) shall be either a citizen or permanent resident or has to know the laws, language and customs in the country in which the Training Program takes place.</i></li> <li>● <i>Example: The TAB may require that in countries where the main language of the trainees is not English, a translation of materials should be provided if possible.</i></li> <li>● <i>Example: The TAB may require that there shall be a visitor (trainees from other programs and graduates) and guest policy.</i></li> </ul> <p><i>A TAB may ask that the application for accreditation include how the program will provide an educational support system during the training program and continuity between segments, such as study groups, newsletter, etc.</i></p> <p><i>A TAB may require that a training has to be completed within seven years' time, and that if a trainee has to interrupt the training program and wishes to continue in another program after a period of 7 years, the Training Accreditation Board will decide about the trainee's eligibility to continue their training, on a case-by-case basis.</i></p>
<p><b>STANDARD 7 – Reporting Requirements</b></p>	<p><i>TABs may require that a training program will proceed according to what has been set forth in the proposal with regard to educational content, personnel, location,</i></p>

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<p>42. The training program must meet the reporting requirements set by the TAB.</p>	<p><i>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 the program may affect the status of accreditation.</i></p> <p><i>TABs may require that accredited trainings are required to provide compliance information during the training. Each TAB sets its own compliance information requirements.</i></p>
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*(See Appendices on the following pages.)*

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**APPENDIX 1**

**Example of Possible TAB requirements and procedures for Advertising and Promotional Materials  
(Exact requirements and procedures to be specified by each TAB):**

**Example:**

- 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, NATAB and AustTAB, advertising published before accreditation must include a statement that the sponsor “intends to apply for accreditation.” In areas served by NATAB, a letter of intention must be filed with the NATAB before advertising.
- c. Advertising should specify that in certain states/countries, professional practice may be subject to licensing laws limiting their professional practice unless the graduate has (a) certain license(s).
- d. Service Marks:
  - The training program shall comply with the service mark requirements of the country in which the program is operating. For information on local service mark provisions training organizers are to refer to the Guild/Association of the country in which the training program is operating.
  - Service marks will be appropriately used in all training program promotional materials.

**APPENDIX 2**

**Example of what could be required by a TAB to be included in the application  
for accreditation of the training program  
(Exact requirements to be specified by each TAB)**

Include the following in the application for accreditation of the training program:

- a. Name(s) of the Educational Director(s) 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.
- d. EUROTAB - Exact dates, indicating how the minimum requirement of the 200 hours per training year will be met and what percentage of the total hours will be virtual, if any.
- e. NATAB - 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 quarter ~~year~~ compliance form.
- f. A list of the names of the trainers and a list of assistant trainers who have verbally agreed.
- g. Letters from each trainer agreeing to participate in the training program including specific dates the trainer will be teaching.
- h. A description of the graduation process will be included in the proposal.
- i. For a training organization submitting its first training proposal, it is suggested that you submit a budget that demonstrates/illustrates that your training will be financially viable.
- j. A description of the ongoing feedback and evaluation strategies to track the progress of the trainees of the training, the assistant trainers, and the performance of the trainers.
- k. A copy of the enrollment agreement to be signed by the trainees.

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**APPENDIX 3**

**Suggested content for the enrollment agreement/contract  
that shall be signed by each applicant accepted for the training program.  
(Exact content to be specified by each TAB)**

- 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~~ dates of the segments
- d. evaluation process during the training
- e. causes and process for dismissal
- f. permitted time of absence during the training program and make-up policy for missed hours ~~days~~
- g. authorization to teach ATM after a designated period of time
- h. graduation process and criteria
- i. a clause about the intention of the trainee to complete the 800 hours in one training
- j. description of when and how the service mark terms and the logo may be used.
- 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 accreditation board
- m. a statement that the trainee shall complete the training in seven (7) years
- n. a statement that the trainee agrees not to advertise at all during the first 400 hours of the training.
- o. a statement of how trainee personal information provided may be used and disclosed
- p. A link to information regarding procedures for filing complaints and grievances.

**Approved:**      January 21, 2025 by EuroTAB Council  
                         January 27, 2025 by Feldenkrais Guild of North America Board of Directors  
                         February 24, 2025 by Feldenkrais-Verband Deutschland e.V. Board of Directors  
                         February 25, 2025 by Australian Feldenkrais Guild, Inc. National Council