

Education on the move

Experiential spaces for learning, health and pedagogical development



Learning begins with attention and personal experience.

International Work and Learning Phase with Ilan Jacobson

July 19–29, 2026 · Lüdenscheid

Funded by the
Adalbert Zajadacz Foundation

At a glance

Project executing agency

mach was... Kultur, Bildung, Gesundheit e.V.

Funded measure

International ten-day work and learning phase within the four-year Feldenkrais vocational training "Lüdenscheid 3"

Project Period

19–29 July 2026

Project location

Lüdenscheid

Participants

Nine participants

International Guest Lecturer

Ilan Jacobson, Tel Aviv, Israel

Overall pedagogical management

Dr. Matthias Rießland

Educational Director of the four-year overall measure

Pedagogical support team

Three experienced Feldenkrais teachers

Tasks of the support team

Pedagogical accompaniment, support of the participants, organization, taking minutes, audio recordings, photo documentation and catering for the group

Central educational issues

- What does it mean to move with less effort?
- How can people be accompanied in their learning without being given solutions?
- How do language, questions and attention support independent learning?
- How can movement intelligence be experienced?
- How do the experiences gained affect pedagogical and health-related fields of work?



The room is prepared so that concentrated experience and joint learning are possible.

An experiential space for joint learning

With the support of the **Adalbert Zajadacz Foundation**, the association ***mach was... Kultur, Bildung, Gesundheit e.V.*** was able to carry out a ten-day international work and learning phase in Lüdenscheid in July 2026.

Nine participants in the ongoing four-year vocational training worked together with the internationally experienced Feldenkrais trainer **Ilan Jacobson from Tel Aviv**. The work phase was embedded in the long-term course of the training and combined personal experience, practical research, professional reflection and pedagogical development.

The focus was not on a collection of fixed exercises. The participants investigated fundamental questions of human learning:

How do we notice our own habits? How do new opportunities arise? What conditions support independent learning? How can people be supported in increasingly trusting their own perception?

Movement formed a direct approach to this. Changes could not only be understood mentally, but also perceived and checked in one's own actions.

The funding thus enabled more than ten days of lessons. It created a concentrated educational space in which people could expand their possibilities of perception, movement and action.

At the same time, a common research space was created in which experiences were continuously observed, compared with each other and reflected on together. As a result, the participants developed their ability to perceive their own learning processes more consciously and later to bring them responsibly into their professional practice.



Learning by perceiving, trying out and comparing: The participants examine their own possibilities for movement and action.

*“What I’m after isn’t flexible bodies, but flexible brains.
What I’m after is to restore each person to their human dignity.”
Dr. Moshe Feldenkrais*

What does less effort mean?

A seemingly simple question accompanied the joint work:

What does it mean to move with less effort?

At first, this question seems to concern above all the use of physical force. In the course of the work phase, it opened up a more comprehensive field of learning.

The participants explored how unnecessary tension arises, how habits shape movements and how one's own actions change when attention becomes more differentiated.

Among other things, the following questions were addressed:

- How do we recognize that we are using more force than necessary?
- How do breathing, balance and orientation work together?
- What are the relationships between individual parts of the body?
- What changes when movements become slower or smaller?
- How are alternatives to familiar ways of movement created?
- What role do rest, breaks and the perception of differences play?

In our own experience, it became apparent that lightness often arises where people discover several possibilities. A movement then does not have to be forced or corrected from the outside. It can gradually organize itself more clearly.

Less effort in this context means neither weakness nor passivity. What is meant is an appropriate distribution of force, attention and movement.

This experience has a direct health and educational significance. People learn to perceive their own reactions earlier, to assess stress in a more differentiated way and to adapt their actions more consciously.



Small changes and subtle perceptions can trigger major learning processes.

Accompanying learning

A second focus was on the question:

How can people learn without being given the right path?

Moshe Feldenkrais combined this attitude with the idea of "**teaching without teaching**".

What is meant is learning in which teachers provide orientation and at the same time leave room for one's own discoveries. The learners receive suggestions, questions and different possibilities. They are supported in perceiving, comparing and recognizing connections themselves.

During the work phase, the participants investigated which conditions promote such learning.

The focus was:

- the formulation of questions,
- the selection and sequence of learning opportunities,
- how to deal with breaks,
- the importance of one's own pace,
- the renunciation of hasty assessments,
- and the ability to allow individual solutions.

The participants learned that pedagogical support requires both clarity and openness. A precise task can focus attention. At the same time, learning needs enough freedom so that a person can make his or her own experiences.

The task of teachers is therefore not only to convey content. They create conditions under which perception, curiosity and independent thinking can arise.



Accompanying learning: Questions, observations and joint reflection support individual discoveries.

Language as an educational space

Language played a central role during the ten days.

A movement instruction never describes just one action. It directs attention, creates expectations and influences how people perceive their own possibilities.

A formulation can suggest a narrow solution. It can also arouse curiosity and enable different experiences.

The participants therefore examined not only **what** is being said, but also **how** Language works:

- What words open up possibilities?
- When does an instruction become too narrow?
- How can questions be asked without prescribing a specific answer?
- What effect do inflection, rhythm and pauses have?
- When does language support learning?
- When do we need time and silence?

Through this discussion, language became visible as an essential component of pedagogical responsibility.

People learn more easily when they do not feel judged or pressured to perform in a certain way. Open and precise language can support them in taking their own experience seriously and discovering new connections.



Experience is deepened when it can be put into words, shared and reflected on together.

Making movement intelligence tangible

The human organism continuously coordinates perception, movement, balance, breathing and intention.

This ability can be understood as movement intelligence.

It can only be conveyed to a limited extent by theoretical explanation. It can be experienced above all in one's own actions.

The participants therefore explored different movement paths, speeds and directions. They observed how individual areas of the body relate to each other and how a change in one place can affect the entire movement.

Small differences were given special significance.

A minimal change in direction, pace, or contact with the ground can affect the organization of an entire movement. By comparing different options, people are increasingly learning to recognize favorable solutions for themselves.

Movement thus becomes a medium of learning. It does not convey an abstract idea of change. It makes change immediately perceptible.

This is of central importance for the future professional activity of the participants. They learn neither to treat people according to a uniform model nor to correct movements prematurely. They develop the ability to observe individual learning processes attentively and to support them in a meaningful way.



Attentive touch can help to perceive connections and discover new possibilities for movement.

An educational space needs support

An intensive work phase does not arise solely from the presence of an international guest lecturer.

It requires a reliable organisational and pedagogical framework.

As **Educational Director** of the entire four-year training course, **Dr. Matthias Rießland** accompanied the ten-day work phase continuously. His task was to place the work of the guest lecturer in the long-term training process and to establish the connection to the past and future learning steps of the participants. At the same time, the international cooperation opened up different professional and pedagogical perspectives for the participants. The exchange between different training and teaching traditions deepened joint learning and strengthened the quality of the entire work phase.

Three experienced Feldenkrais teachers supported the group during the entire time. They took on pedagogical, organizational and documentary tasks:

- Accompaniment of the participants in professional and personal questions,
- Support in reflecting on what has been experienced,
- Organization of the daily routine,
- Preparation and supervision of the learning room,
- Audio recording of the lessons,
- written minutes,
- photographic documentation,
- and supply of the group.

Together, these activities formed the supporting infrastructure of the project.

Thanks to the continuous support, questions could be addressed promptly, individual learning processes could be supported and the experiences of the ten days could be integrated into the larger context of the training.



International teaching experience, overall pedagogical management and continuous support are intertwined.

Documentation as part of learning

The work phase was documented by audio recordings, written protocols and photographs.

The documentation serves both for immediate follow-up and for the long-term safeguarding of the experience gained.

It enables the participants to listen to selected teaching units again, to deepen questions and to understand their own development over a longer period of time.

At the same time, it creates a basis for:

- further pedagogical work within the training,
- future educational offers of the association,
- internal quality development,
- the public presentation of the funded work,
- and the preparation of further project and impact reports.

All recordings and photographs will be used in accordance with these consents and the applicable data protection regulations.



*Experience is preserved,
reflected on and
accessible for further
learning processes
through documentation.*

What has an effect beyond the ten days?

The effect of the funding does not end with the completion of the work phase.

The nine participants are on their way to different professional and social fields of work. In the future, their experience can be effective in the following areas, among others:

- adult education,
- Health promotion,
- prevention,
- pedagogical work,
- Movement and body formation,
- Rehabilitation and therapy,
- social fields of work,
- Individual support and group work.

In their later professional practice, the participants will reach many more people. Already during the work phase it became clear that the newly gained experience can be directly incorporated into one's own pedagogical and therapeutic work. The participants described that they perceived connections in a more differentiated way and developed more confidence in the learning ability of the people they will accompany in the future.

The experience gained in Lüdenscheid can be passed on and further developed in courses, individual lessons, educational offers and health-related projects.

Particularly important is the pedagogical attitude, which was deepened during the work phase: People do not receive standardised solutions. They are supported in taking advantage of their own possibilities, recognizing differences and learning independently. As a result, the support has an impact on the personal development of the participants as well as on their future professional relationships.



Impact is created when experiences are shared, thought further and carried into new contexts.

Contribution to education, health and prevention

Many people today experience persistent stress, lack of exercise, chronic complaints and insecurity in dealing with their own bodies.

At the same time, there is a growing need for education and health services that actively involve people in their own learning and development processes.

The funded work phase made a concrete contribution to this. It

qualifies future professionals to:

- Promote awareness,
- recognize individual resources,
- to support self-regulation,
- to expand possibilities for movement and action,
- and learning processes respectfully.

The combination of movement, perception and pedagogical reflection opens up an approach that takes into account physical, personal and social dimensions.

Health is not only understood as the absence of complaints. It is also reflected in the ability to perceive differences, react to changes and develop new possibilities for action.



Development is evident in transition, adaptability and the discovery of new opportunities.

Public visibility

The association would like to make the funded work visible beyond the immediate project group.

The following are planned:

- the publication of the project report on the website of ***mach was... Kultur, Bildung, Gesundheit e.V. ***
- a publication or link via the **Feldenkrais Practice Seminars** website,
- social media posts,
- the nomination of the Adalbert Zajadacz Foundation as a funding partner,
- and the passing on of a short project information to regional media.

The public presentation is intended to provide information about the specific project as well as to make the importance of movement- and experience-oriented educational work in the region visible.

After publication, links, screenshots or press receipts can be submitted as attachments.

Outlook

The experiences of this work phase reinforce ***mach was... Kultur, Bildung, Gesundheit e.V. *** to further develop the link between international professional cooperation and regionally anchored educational work.

Future projects are also intended to:

- focus on independent educational issues,
- include international perspectives,
- are continuously accompanied by pedagogical support,
- be carefully documented,
- and have an impact beyond the immediate project group.

A long-term concern of the association is to make qualified educational offers accessible to younger people.

For future education and training projects, therefore, step-by-step possibilities are to be developed to reduce financial barriers to access and make scholarships possible.

The work phase funded in July 2026 forms an important starting point for this.



The joint working phase has been completed, and their questions and experiences continue to have an impact.

Acknowledgements

We would like to thank the **Adalbert Zajadacz Foundation** for the trust they have placed in us and for the financial support of this international work and learning phase.

The funding has enabled an experiential space in which nine participants were able to intensively investigate fundamental questions of movement, perception, learning and pedagogical support. At the same time, it has contributed to the fact that international experience, long-term pedagogical support and careful documentation could be combined into a sustainable educational process. This connection will shape the further training and later professional work of the participants for many years.

The experience gained will be deepened in the further course of the four-year training. Through the future professional activity of the participants, they will also benefit many other people.

The foundation's support thus contributes both to concrete educational work in Lüdenscheid and to the long-term development of qualified offers in the areas of education, health and prevention.



The participants, the international guest lecturer and the pedagogical team of the work phase in July 2026.

Lüdenscheid, 29.07.2026

For the project sponsor

A handwritten signature in black ink, appearing to read 'Christel Schulte', is displayed on a light gray rectangular background.

Christel Schulte

mach was... Kultur, Bildung, Gesundheit e.V.

Am Raffelnberg 3a
58515 Lüdenscheid
0175-5913899

www.machwas-in-luedenscheid.de
www.feldenkrais-luedenscheid.de