

IBITA AGM 2026

This document has been developed to allow 'online' interaction between members prior to the AGM. If you wish to submit a question or comment on the motions, you can write in the sections below and other members can read the document. This may clarify your understanding or raise further questions.

The document will be reviewed regularly by the EC, and we will pass on your questions to the committee who submitted the motion if they have not replied directly on the document.

This document will be open for you to add your comments / questions until the 16th of August 2026

If you have any comments or questions about the reports in the Agenda, please email them directly to the IBITA Secretary – victorurquizo@ibita.org

9. Amendments to the Byelaws.

9.1 Motion re Art VI, Member's rights and duties, Section II, point 6, attendance rule.

Proposed by the Executive Committee

All Full members have the duty to attend the AGM at least 3 times in four years, two of which can be virtually, including: Basic Course Instructors, Advanced Course Instructors, Senior Instructors, Honorary Life Members, and Retired Members. All instructors must attend at least one AGM on a continent, other than the continent where they reside, once every six years.

Example:

	Current	Suggestion
Europe	In person	In person
Europe	0	Virtual
Outside continent of residence	0	0
Europe	0	Virtual
Europe	In person	Virtual
Outside continent of residence	In person	In Person
Europe	0	Virtual
Europe	0	0
Outside continent of residence	0	In Person/0

Motivation:



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The EC believes that the current rule is insufficient to keep members informed of the many changes taking place at different levels within IBITA. The proposed attendance rule enables members to participate in the AGM as fully as possible and to contribute to important decisions within the organisation.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1. The virtual attendance will have to be live, so colleagues can participate in the discussions and voting.	Marc Michielsen	4/8/2026
2.		
3.		
Comments		

9.2. Motion regarding obligatory attendance at the educational day.

Proposed by the Education committee

THAT

Byelaws, Article VI Members' rights and duties, Section II Duties of members, point 7 will be changed as follows: (changes made in Blue)

7. All full members have the duty to attend the educational days associated with an AGM at least once every four years in person, including: Basic Bobath Course Instructors, Advanced Course Instructors, Senior Instructors and Honorary Life Members. All named instructors must attend at least once the educational days associated with an AGM on a continent, other than the continent where they reside, once every six years.

Motivation

All IBITA instructors have the duty to work on their continuous development. Several committees and organizing countries make great efforts to help the membership with educational activities. It is advantageous for IBITA that there is an exchange of information in relation to the Bobath concept itself. It could contribute to creating greater unity in current knowledge regarding the concept, its theoretical and practical assumptions, the core curriculum, terminology, and the current understanding of motor control and neuroscience that supports clinical practice and teaching.

For that we propose to strengthen the connection between the AGM and the educational days and align the attendance at both together.

Ask a question	Name and country	Date
2.		
3.		
RESPONSE from author		
1. Thank you for your question, Doris. The education day will only be in person, and as such is only meant for all who are present at the AGM in person. I understand EdCom is still refining the text. This would mean too that the obligation to be present at the educational sessions doesn't count for retired members.	Marc Michielsen	10/08/2026
2.		



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3.		
Comments		

9.3. Motion re Instructor Training Committee Composition.

Proposed by the Instructor Training Committee

THAT

Byelaws Article VII Organs, Section X, Instructor Training Committee, item 3.
Composition, include the additional text:

3.1. The Instructor Training Committee will consist of six members with voting rights.

3.2. The Instructor Training Committee members will include three Advanced Course Instructors actively teaching advanced courses. At least one Advanced Course Instructor will have taught a minimum of five Advanced Courses. Basic Course Instructors will have taught a minimum of five Basic Courses. Only one member of the Committee can have this minimum of five Basic Courses.

3.3. Members standing for election to the Instructor Training Committee will have attended at least one Instructor Training Module, either as a participant or as an observer.

3.4. Additional members may be co-opted if deemed necessary.

3.5. The IBITA Instructor Trainee Secretary will be a permanent member of the committee.

3.6. The term of office will be three years, with members changed on a rotational basis.



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3.7. A member of this committee may be re-elected, but may serve no more than two consecutive terms of office.

3.8. The committee will elect its own Chairperson.

3.9. The committee may establish a subcommittee for a specific purpose, with the agreement of the Executive Committee.

MOTIVATION

The Instructor Training Committee (ITC) is responsible for the development, review, delivery, and quality assurance of the Instructor Training Modules and for maintaining the quality of the instructor training process within IBITA.

Members of the ITC contribute not only to committee work but also to the planning, organization, teaching and ongoing development of the Instructor Training Modules. These responsibilities require an understanding of the curriculum, teaching methodologies, assessment processes, and expectations of Instructor Candidates.

Ask a question	Name and country	Date
1.		
2.		
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RESPONSE from author		
1.		
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Comments		

9.4. Motion to Re Qualification Committee Conduct

Proposed by the Qualification Committee

THAT

Article VII Organs, Section XI Qualification Committee, Section 3. Conduct

Item 3.5. Members of the Qualification Committee may not serve on the Qualification Panel.

Shall be amended to read

Item 3.5. A maximum of 1 member of the Qualification Committee can also concurrently be a Qualification Panel member, who would be excluded from any discussion related to a particular Qual Event that they may be acting as panel on if required.

Motivation

It is currently stipulated that no member of the Qualification Committee can concomitantly also serve as a panel member. Whilst certain exclusions within IBITA roles remain important in order to minimise any conflict of interest, the necessity of exclusions should be reviewed as part of regular process in order to ensure members who are willing to serve are not excluded from doing so unless there is very strong reasoning underlying the exclusion, in order to ensure sufficient membership of all committees. The Qual Com has undertaken a year-long trial of a Panel member also serving on the qualification committee and has found this to be an acceptable arrangement, which in fact offers some added benefits in terms of ready access to Panel opinion during Qual Com discussions.

10. Amendments to the Rules and Regulations (Simple majority is required)

10.1 Motion re 2 Rules and Regulations, Article III, Basic Course case report, Point 7 Basic Course Case Report assignment

Proposed by the EC

THAT

Point 7 will be read as

7. In the event that a course participant fails the basic course case report assignment following submission within the submission deadline, the participant may be given an opportunity to apply feedback received from the instructor, and to resubmit the assignment to the course instructor/s **by a defined deadline. The deadline for submitting a case report is set at 6 months after completion of the Basic Course.**

Motivation

Establishing a submission deadline may:

- create a fairer and more consistent certification process for all course participants
- support continuity between course participation and clinical application
- create clearer expectations for participants and instructors
- facilitate administration and follow-up

This proposal aims to support educational quality, fairness, and consistency within the certification process.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		

Comments		

10. Amendments to the Rules and Regulations.

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Proposed by EC

THAT

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7. In the event that a course participant fails the basic course case report assignment following submission within the submission deadline, the participant may be given an opportunity to apply feedback received from the instructor, and to resubmit the assignment to the course instructor/s [by a defined deadline. The deadline for submitting a case report is set at 6 months after completion of the Basic Course.](#)

Motivation

Establishing a submission deadline may:

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- facilitate administration and follow-up

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Ask a question	Name and country	Date
1.		
2.		
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RESPONSE from author		
1.		
2.		
3.		
Comments		

10.2. Motion re Rules and Regulations, 3 Instructor Criteria, Art IV; section II

Proposed by the EC

That

1.5 will be added and numbering will be adapted:

1.5. Demonstrate the ability to evaluate potential instructor candidates, advise them, and, where appropriate, recommend them by writing a letter of recommendation ([addendum](#)).

Motivation

This motion primarily fills a gap in our rules and regulations by clarifying that Advanced Course Instructors are responsible for evaluating potential instructor candidates and, where appropriate, writing a letter of recommendation. It also establishes a transparent and consistent process for documenting recommendation letters for Basic and Advanced Course Instructor candidates.

Letters of recommendation are an important part of the Instructor Candidate application process. Consistent records of recommendation decisions promote clear communication, administrative continuity, and transparency while preserving the professional judgment and discretion of Advanced Course Instructors.

The EC also considers it important to keep records of potential candidates who did not receive a letter of recommendation. This supports candidate history tracking and helps prevent recommendation “shopping.” Before writing a letter of recommendation, the relevant Advanced Course Instructor should consult this documentation.		
Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1. The register will be kept by the ITC secretary and will be available for all instructors	Marc Michielsen	31.07.2026
2. The EC will inform the membership where this list will be available.	Marc Michielsen	10/08/2026
3.		
Comments		

11. Amendments to the Procedural Manual.

11.1 Motion Re Learning Objectives for the Basic Bobath Course Proposed by the Education Committee THAT
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The learning objectives are changed per [addendum](#) to Procedural Manual 3.1.3 Basic Bobath Course Core Curriculum.

Motivation

The learning objectives are intended to provide a frame of reference for IBITA Instructors to develop their individual practical sessions. They support consistent content and structure, providing guidance rather than dictating content. Thanks to the input of many instructors, we were able to highlight what is important to address in the different theoretical and practical components. The learning objectives are not necessarily separate sessions but can be addressed during the course in several ways. It is acknowledged that the depth of content covered shall vary depending upon the prior knowledge of the course participants.

The Education Committee has developed learning objectives for several practical parts of the Basic Bobath Course core curriculum as a starting point for discussion and reflection on the content that we are teaching in the Basic Bobath Course.

[Changes to the learning objectives are proposed in blue.](#)

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		

11.2 Motion re 4.1.1. The Qualification Process of BCIC

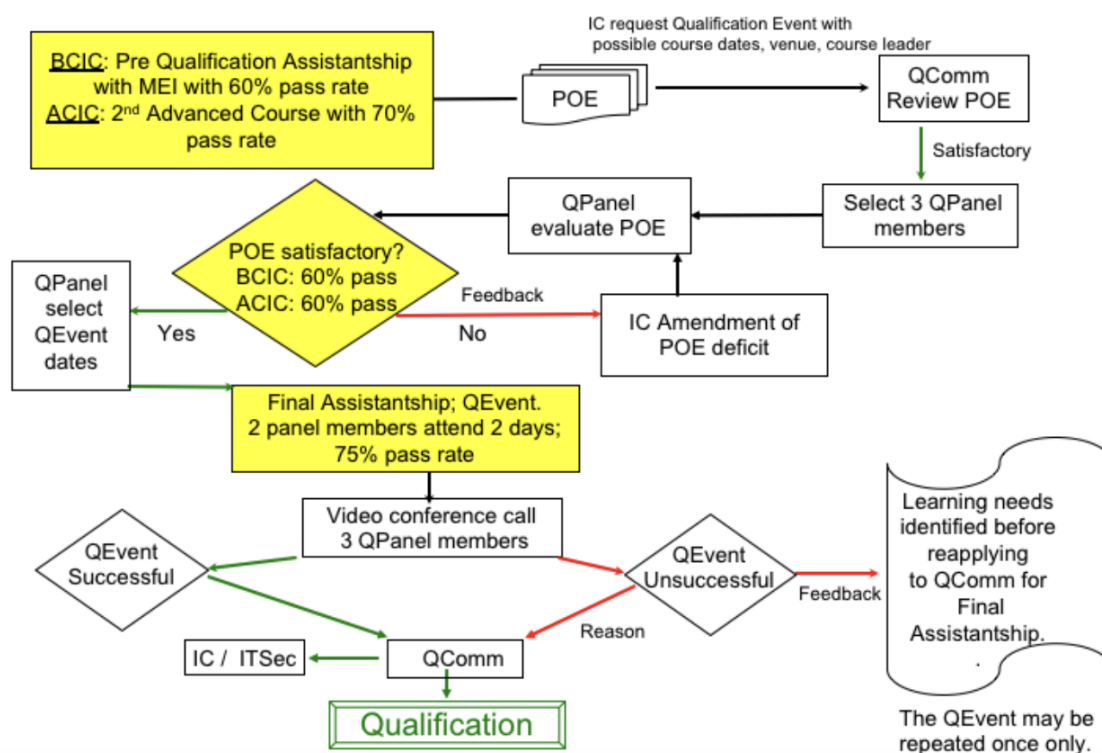
Proposed by the Qualification Committee

THAT

The following sections of the Procedural Manual be amended to reflect a change in the required Pass Score for BCIC POE's in order to proceed to a Qualification Event.

A. Section 4.1.1 The Qualification Process

Qualification Process for membership



B. Section 4.1.1.1 The Qualification Process for Basic Course Instructor Candidates

Basic Course Instructor Candidate Passing Requirements

- PRE-QUALIFICATION ASSISTANTSHIP:
 - 60% passing score using the BCI Candidate evaluation form is required on this assistantship to progress forward
- PORTFOLIO OF EVIDENCE (POE): The POE is then submitted to the QPanel for Evaluation
 - 65% passing score using portfolio rubrics is required on the POE to progress Forward
 - If the POE is incomplete or fails to score 65% then two resubmissions are Permitted.
 - If the third submission does not score 65% the BCIC must repeat their pre-qualification assistantship
- QUALIFICATION EVENT:
 - 75% passing score using the BCI Candidate evaluation form of both the 2x attending Qualification Panel and the Course Leader is required to PASS the qualification event

Motivation

Feedback from Qualification Panel members over previous years has suggested the need to change the pass rate for the BCIC POE from 60 to 65% in order that there would not be a difference of 15% between POE scores and the Qualification Event to ensure that all IC's undertaking a Qualification Event are of a standard that will likely enable a successful outcome.

Initially the Qual Com elected not to proceed with any changes whilst the IBITA membership were still becoming familiar with the new Qualification Process. However, nearly 10 years after its introduction we feel it is appropriate to make this change.

This will be 5% more than the Pre-Qual event however given that IC's, with the support of their MEI's can submit the best examples of their practical and theoretical teaching, alongside time to refine their accompanying lesson plans etc that this was a reasonable level for them to achieve.

An audit of recent Pre-qual Event / POE / Qual event scores was conducted to ensure that this increase is not unfairly disadvantageous however in the previous 3 years there were no IC's that scored between 60-65% for their POE's and hence with the new score all would have been able to proceed to a Qual event.

Ask a question	Name and country	Date
1.		



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2.		
3.		
RESPONSE from author		
1.		
2.		
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Comments		

11.3 Motion re 4.1.1.2. Qualification Process for Advanced Course Instructor Candidates.

Proposed by the Qualification Committee

THAT

Procedural Manual section 4.1.1.2 The Qualification Process for Advanced Course Instructor Candidates be updated to reflect that the Advanced Training Module certificate can be submitted in a POE if the module is completed BEFORE submitting ACIC training letter of intent, provided the module was completed within 2 years of submitting the ACIC letter of intent.

Current Text

Please Note -

- The Advanced Course Instructor Candidate (ACIC) must attend an ACIC International Training Module before their Final Assistantship.
- The Portfolio of Evidence (POE) must be submitted to the Qualification Panel after the second successful assistantship.
- More than two assistantships may be required before the ACIC is ready to present their evidence to the Qualification Panel.
- The minimum period for completion of training shall be two years, with a maximum of 8 years, after successful completion of the first Advanced Course assistantship.
- The course leader should receive a copy of previous Advanced Course Instructor Candidate Evaluations Form/s with an assistantship request.
- Send previous Advanced Course Instructor Candidate Evaluation Form/s with assistantship request to course leader.

New Text to be added as part of point 1

Attendance certificates will be accepted as valid if the Advanced Training Module was attended before the official commencement of Advanced Course training, provided the module was completed within 2 years of submission of the ACIC Letter of Intent.

Motivation

The Advanced Training Module is an available forum of professional development for more experienced IBITA instructors across the general membership, not only for those undertaking ACI training. It may be used by more experienced instructors as a precursor to decide whether to undertake official ACI training. These tutors therefore should not have to repeat the Advanced Training Module if it was undertaken recently, should they soon after decide to commence official ACI training.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		

3.		
Comments		

11.4. Motion re 4.1.2. Practical Lesson Plan Template.

Proposed by the Qualification Committee and the Instructor Training Committee

THAT

4.1.2. Be amended in order to provide a more targeted and comprehensive tool to assist IC's with the development of their practical sessions.

Motivation

The current template is lacking prompts for some key elements e.g. organisational aspects such as environmental preparation and model selection. Other important additions include the need to consider the starting posture in addition to the movement components of the practical. In addition the proposed new document is more closely aligned with the Model of Bobath Clinical Practice.

The template has been amended through collaboration of both the ITC and Qual Com.

Please see amended [4.1.2 Practical Lesson Plan Template](#) accompanying this motion.

Ask a question	Name and country	Date
1.I understand that the lesson plan template needs to be made more adequate, but I do not agree that it should come into effect immediately after the 2026 AGM. Some instructors have		

already drawn up their lessons plans for the autumn 2026 courses using the current templates, which is why I believe a transition period is needed before the new table can be adopted for general use.		
2.		
3.		
RESPONSE from author		
1. Thank you for your comment and concern, Agnieszka. Trainees who started their preparations already with the current formats can continue to do so. If the motion is accepted, 'new' trainees need to use the new format.	Marc Michielsen	5/8/2026
2. Thank you for your question and concern, Janet. A rule becomes actual when it is accepted at the AGM. So, for your trainee, it isn't a problem to continue preparing according to the current formats. For trainees starting after the AGM (and in case of acceptance of the motion) the new format will be obligatory.	Marc Michielsen	5/8/2026
3.		
Comments		

11.5 Motion re 4.1.2 Case Assignment Guidelines

Proposed by the Qualification Committee and the Instructor Training Committee

THAT

4.1.2 Case Report Guidelines be amended in order to provide more detailed information regarding the requirements for Case Assignments for Instructor Candidates.

Motivation

The Case Assignment is a key means of assessing the candidate's understanding and application of the MBCP. Candidates therefore need to be provided with clear and comprehensive guidelines outlining the expectations for the Case Assignment in order to be able to demonstrate this understanding post ITC modules, and as part of their POE's.

A new rubric document **4.1.5.3 Rubric_BCIC & ACIC_POE_Case Assignment** that is congruent with the MBCP has been proposed in an accompanying motion. The amended **4.1.2 Case Assignment Guidelines** are fully aligned with this proposed new rubric.

Please see amended [4.1.2 Case Assignment Guidelines](#) accompanying this motion.

Note the title of the document should also be amended alongside this to be **4.1.2 Case Assignment Guidelines**

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		

3.		
Comments		

11.6 Motion re 4.1.5.3 Rubric_BCIC & ACIC_POE_Case Assignment

Proposed by the Qualification Committee and the Instructor Training Committee

THAT

4.1.5.3 Rubric_BCIC & ACIC_POE_Case Report be amended in order for a more useful and comprehensive tool in order:

- i) To guide BCI and ACI candidates in the preparation of their case assignments post ITC module and for their POE's
- ii) To support the provision of case assignment feedback from ITC members
- iii) To support evaluation of case assignments by qualification panel members

Motivation

The current rubric items used by the Instructor Trainee committee for Case Study review and provision of feedback following ITC modules, and by panel members during POE evaluation, contains only very general categories on which to structure the feedback and scoring, with very few points unique to the Model of Bobath Clinical Practice, despite the Case Assignment Guidelines (document 4.1.2) directing participants to integrate the MBCP thoroughly into the assignment structure.

The Case Assignment is a key means of assessing the candidate's understanding and application of the MBCP, therefore criteria with which assignments are assessed needs to be fully aligned with the MBCP.



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The rubric has been amended through collaboration between the ITC and Qual Com.

Please see amended [4.1.5.3 Rubric BCIC & ACIC POE Case Assignment](#) accompanying this motion.

Note the title of the document should also be amended alongside this to be
4.1.5.3 Rubric_BCIC & ACIC_POE_Case Assignment

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
3.		
Comments		

11.7 Motion re 4.6.3 Module participants, places on Basic and Advanced Course Instructor Candidate Modules

Proposed by the Instructor Training Committee

THAT

ProcMan 4.6.3 Module Participants, item 4.6.3.1 Basic Course Instructor Candidate (BCIC) Training Modules is amended to read:

The Instructor Training Committee ~~can~~ **may be able to** offer **up to** two observation places, **when appropriate and subject to availability**, to qualified instructors to join each module. These will be allocated to instructors who have previously attended a **BCI-C** module **with the same title**, completing all the pre- and post-module work. **A personal statement outlining the motivation to attend as an observer should be submitted. Preference will be given to members who intend to stand for nomination to the ITC.**

AND

ProcMan 4.6.3 Module Participants, item 4.6.3.2 Advanced Course Instructor (ACIC) Training Modules is amended to read:

The Instructor Training Committee ~~can~~ **may be able to** offer **up to** two observation places, **when appropriate and subject to availability**, to Qualified Advanced Course Instructors or Senior Instructors to join each module. These will be allocated to Instructors who have previously attended an **ACI-C** module, completing all the pre- and post-module work. **A personal statement outlining the motivation to attend as an observer should be submitted. Preference will be given to members who stand for nomination to the ITC.**

Motivation:

The possibility of offering observation places depends on several practical and educational factors, including venue size and suitability, the number of participants, the organisation of practical sessions, and the learning environment required for Instructor Candidates attending the module. For these reasons, accommodating requests for observation places is not always possible.

The ITC considers it important that members requesting an observation place provide a clear statement of motivation. This would allow the committee to better understand the reason for requesting to observe instead of registering as a participant.

The purpose of observation places in Instructor Training modules is to provide members intending to stand for election to the Instructor Training Committee with additional experience beyond completing the module, including the associated pre- and post-module

work. This experience may help potential ITC members prepare for the responsibilities of committee membership and module co-instruction.

For members who meet the participant requirements and are not seeking to observe the module in relation to a potential future contribution to the ITC, registration as a participant remains the usual and appropriate pathway for attending an Instructor Training Module.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
2.		
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Comments		

12. Matters for Discussion

12.1. Subject: Retired members should no longer have voting rights on matters that do not directly affect them.

Proposed by Doris Kutscher Meurer

Motivation:



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- IBITA membership is evolving (as the membership list shows) into an age pyramid, and all members who are no longer actively teaching and working with patients are no longer informed about current developments.
- Therefore, they should no longer have the right to participate in decision-making through voting on resolutions.
- It is good that all members, especially those with many years of experience, contribute their opinions to the discussion, but I believe that the active generation should then make their own decisions.
- I believe that we should also look to the future, and as always, this responsibility lies with the younger generation – in this case, with the instructors who actively treat patients and teach IBITA-accredited courses in accordance with the statutes and regulations.

Ask a question	Name and country	Date
1.		
2.		
3.		
RESPONSE from author		
1.		
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Comments		