



**feldenkrais4life**

**Supporting the professional development of the Feldenkrais Practitioner as a key actor  
in society for the development of health and integrated personal care**

**Erasmus+ Project nr. 2023-2-IT01-KA210-VET-000180877**

# **INTERNATIONAL SURVEY Feldenkrais practitioners in Europe**

**Version 1.0**



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## HISTORY

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## EXECUTIVE SUMMARY

This report presents the findings of a survey conducted among Feldenkrais practitioners across Europe, promoted by Feldenkrais4Life project during spring and summer 2024.

Takeaways highlight the current state of Feldenkrais practice in Europe, indicating both strengths and areas for improvement within the profession. The Feldenkrais Method in Europe shows potential but faces challenges in professionalization, business development, and integration into broader healthcare and individual development contexts

### Practitioner Demographics and Qualifications

- Majority of respondents is female (82%, 635 out of 776) and the median age is 59.
- Many have multiple qualifications<sup>1</sup> in fields like education & training (39%, 302 out of 776), healthcare (37%, 287 out of 776), performing arts<sup>2</sup> (25%, 201 out of 776)

### Occupational Status

- Only 41% (317 out of 776) work solely as Feldenkrais practitioners
- 59% (459 out of 776) practice Feldenkrais together with other jobs of which 18,7% (145 out of 776) practice Feldenkrais as first job and 40,5% (314 out of 776) do it as secondary activity
- Respondents are mainly self-employed (70%, 549 out of 776), retired (12,4%, 96 out of XX), or employed as members of no profit organisations (91 out of 776)
- Nearly one in four respondents are subject to multiple fiscal frameworks due to holding multiple jobs

### Income Levels

- Generally low income from Feldenkrais practice
- Median annual income in Europe: €5,000- €10,000
- Most countries show a median annual income even less than €5,000 with the exception of France that equals the European median figure and Switzerland that exceeds it (€15,000 - €30,000)

### Practice Characteristics

- Practitioners primarily teach group classes (Awareness Through Movement – ATM®) with an average of 3-4 lessons per week
- Less focus on individual lessons (Functional Integration – FI®) with an average of one lesson per week with exception of United Kingdom and the Netherlands which achieve an average up to 6 lessons per week
- Main target groups: adults (87,2%), elderly (46,3%), chronic pain patients (41,5%), individuals with special needs (38,95%) and those
- A variety of logistic arrangements are available: rented studios, own studios, gyms, and socio-educational centers. Online teaching constitutes 24.5% for group classes (ATM®), while practitioner's place is 42.8% and client's home is 24.6% for individual lessons (FI®)
- Limited interdisciplinary collaboration with other professionals. In Switzerland (4,3%), France (3,2%), Germany (2,8%), and Italy (2,3%) few practitioners confirm to work systematically in synergy with other professions. France, Austria, and the Netherlands are the only countries where around 40% of the practitioners experienced it sometimes.

### Time Allocation

- About 50% of the time devoted to the profession is devoted to teaching classes (ATM®) and individual lessons (FI®)

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<sup>1</sup> Respondents were allowed to choose multiple options. These statistics are reported as aggregated data.

<sup>2</sup> It includes both performing and training in arts.

- 25% of the time is for personal and professional development
- Less time is spent on business organization, association activities, and research/training

### **Career outlook**

- Many envisage continuing to practice until old age
- Some aspire to make Feldenkrais a full-time job
- In the next 5-10 years some imagine the Feldenkrais practice evolving unconventionally into a workstyle more flexible and collaborative compared to the traditional jobs

### **Confidence Levels**

- High confidence in teaching, especially group classes (Awareness Through Movement)
- Lower confidence in individual lessons (Functional Integration)
- Least confident in business aspects (marketing, finance, interdisciplinary collaboration)

### **Professional Development and Challenges:**

- High confidence in Feldenkrais practice competence
- Lower confidence in business aspects (marketing, finance)
- Low involvement in professional associations and research activities
- Limited knowledge of relevant laws, policies, and funding opportunities at national and European levels

### **Professional Association Involvement**

- Low participation: 31% are not associated members; only 20% - 25% of those who are members are somehow engaged in activities or government of the organization
- Associations are viewed as important for:
  - Promoting the method
  - Representing the category, whatever it could mean
  - Assuring standards
  - Providing continuous training
  - Promoting networking among members
- Less valued for doing business/receiving legal assistance

### **Skills Assessment**

- Strong in life skills (empathy, growth mindset) crucial for customized relationships with clients
- Room for improvement in
  - Entrepreneurial skills:
    - Opportunity identification
    - Resource management
    - Decision-making under uncertainty
  - Business management (marketing, finance)

### **Perceived Benefits of Feldenkrais Method:**

Practitioners believe the method supports clients':

- Well-being (e.g. balance; life satisfaction; sustainable lifestyle)
- Flexibility
- Self-regulation, fundamental for supporting learning, prevention, healing, and health
- Growth mindset, basic for supporting curiosity, openness and determination to personal lifelong progress

### **Areas for Improvement:**

- Networking

- Multidisciplinary collaboration
- Business management and entrepreneurial skills
- Awareness of and participation in system actions and opportunities

The overall picture confirms that Feldenkrais practitioners are professionals with a high potential to contribute to the common goals pursued by European policies, such as promoting our European Way of Life, policies related to Work-Life balance and various European Healthcare and Well-being policies. On the other hand, Feldenkrais practitioners have a great need to better introduce themselves to the public domain and to increase some of the necessary skills to make them more visible professionals. These takeaways suggest opportunities for enhancing business skills, increasing professional association engagement, and improving awareness of relevant policies and frameworks to strengthen the field's position in the broader European healthcare and wellness landscape. Furthermore, given that Feldenkrais practice is a niche employment sector, the findings indicate that representative associations are crucial in enhancing and expanding their own visibility.

## INTRODUCTION

The report is organized in two main parts reflecting the conceptual sections of the survey conducted. The first part of the survey aims to provide the current profile and the state of play of the Feldenkrais practitioner in Europe. The second part intends to stimulate reflections on the way Feldenkrais practice is carried out, on the emerging knowledge, behaviours, and skills, elements that help to delineate professional identity.

Professionalism is made up of technical competences but also of personal, social and relational skills that make the practitioner effective, visible and well accepted in his or her context of action. Therefore, the second half of the work investigates issues concerning three more areas:

- the sense of entrepreneurship
- the self-image as practitioner
- the awareness of the association, national and European context where the Feldenkrais practitioners work

With regard to entrepreneurial skills, the survey used the model promoted by EntreComp, the European framework promoted by the European Commission [1] [2].

Regarding self-image, the survey tested five areas of competence as outlined in the Feldenkrais Competence Profile, a model promoted by the IFF - International Feldenkrais Federation (2008) [3]. In addition, it proposed questions based on the European LifeComp framework [5] which explores soft skills such as self-regulation, flexibility, wellbeing, empathy, communication, collaboration, growth mindset, critical thinking, managing learning. They are related to *Personal, Social and Learning to learn*, the fifth European key competence for lifelong learning [4].

The last part of the survey sought to clarify how much Feldenkrais practitioners feel part of a system (local, national, associative, European) and how aware they are of the values and opportunities promoted in the socio-political context in which they operate. For this, it tested the level of knowledge of some of the terms, concepts and resources promoted by Europe, taken as a minimum list of representative achievements, resulting from EU policies and actions over the last two decades to develop a more equitable, participative, mature society ready to face Europe's economic and environmental challenges.

The action collected 776 valid responses from Feldenkrais Practitioners across Europe. The sample is made up of Feldenkrais association's members (69%, 535 out of 776) and non-associated practitioners (31%, 241 out of 776).

To determine whether this sample can be considered a representative statistical sample, it is important to compare it with the related population size. Data from 2023 (Source: IFF International Feldenkrais Federation) shows that European national guilds associate 3,791 members, of which 3,093 are already practicing as Feldenkrais teachers and the remainder are prospective practitioners who are still completing the 4-year training to become certified. Considering a standard deviation of 50%, a margin of error of 5% and a 95% confidence level, the number of respondents needed should be 342. Therefore, the collected sample of 776 respondents satisfies the requirements of representativeness [6].

However, the population to be statistically represented could be higher, as membership of national guilds is not mandatory. Actually, data on the number of graduates in the Feldenkrais Method in Europe is not stable and reliable. It is known that, once the 4-year Feldenkrais training program is completed, only a portion of the students start teaching or practicing the Method in some way, as some of them only attended the program for self-development. Furthermore, some of the Feldenkrais practitioners do not associate

themselves with national guilds. Therefore, considering doubling the initial figure to an estimated total population of 6,000 Feldenkrais practitioners in Europe, keeping the requirements of standard deviation, margin of error and confidence level constant, the required respondents would increase to 362. Again, the sample collected - which totaled 776 responses and would represent about 13% of the entire estimated population - amply verifies the requirements.

Since the survey collected data from several countries, a special look at national contexts was attempted. The national samples were assessed against the population of Feldenkrais practitioners of the respective guilds where they are present (see Table 1). It turned out that the only statistically representative sample is the Italian one. Therefore, all analyses conducted per country, apart from Italy, cannot be considered statistically significant.

However, for purely illustrative and speculative purposes, the work has nevertheless conducted country-specific analyses in the hope of uncovering trends on which international comparisons and debate can be generated. Analyses were conducted for the three partner countries (Italy, Germany, France) and for five others with a minimum number of responses of at least 25 (Switzerland, United Kingdom, Spain, Austria, Netherlands). Therefore, it should be noted that the selection of countries followed only a criterion of numericality and has no intention of representativeness, neither economic nor any other kind.

## The respondents: who are they

### Age, gender, country, educational background

Most of the sample (respondents to the questionnaire) is made up of people between 51 and 70 years-old (69%, 522 out of 776); with median age of 59-year-old. They are mostly females, or identify themselves as such (82%, 635 out of 776).

On average, respondents have been teaching Feldenkrais for 11 years.

The respondents from Denmark, Finland and Portugal show to be the youngest practitioners (32-48 years old); while the oldest (over 60 years old) seem to be in the UK, Netherlands and Lithuania, although most other European countries are also between 55 and 60 years old.

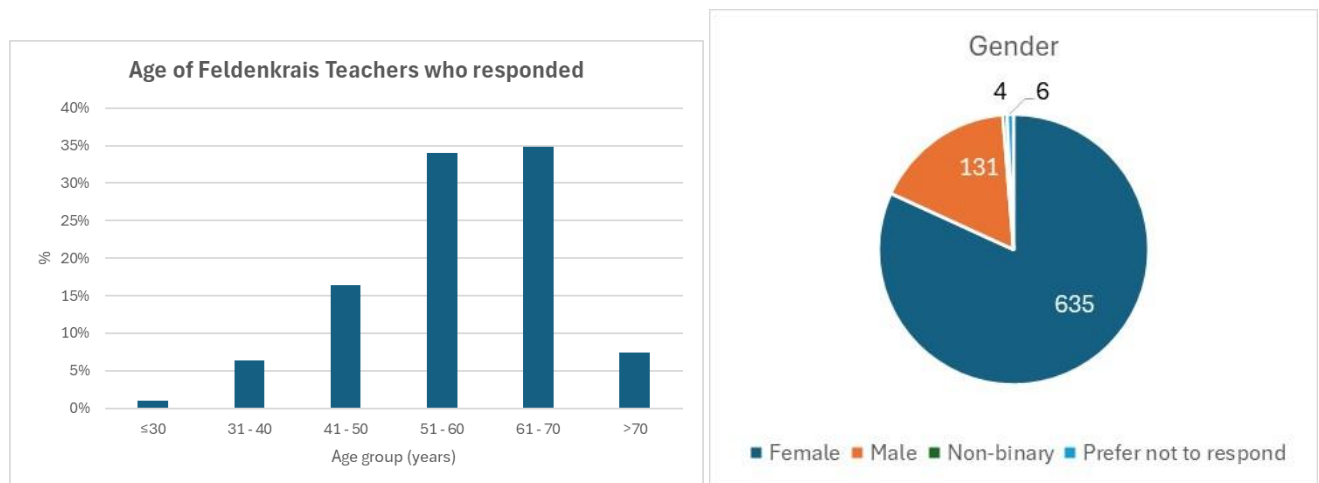


Figure 1 - Age and gender of respondents

The tables below show the figures concerning the age and the gender of the sample country by country.

COUNTRIES (*)	Respondents	% respondents on national guild's members	Age (average)	Year of Training completion (median)	National guild's members (**)
Italy	218	53,3%	57	2012	409
Germany	179	14,4%	59	2011	1242
France	125	28,7%	58	2015	436
Switzerland	70	21,2%	57	2005	330
UK	35	22,9%	61	2015	153
Spain	33	55,0%	51	2017	60
Belgium	9	33,3%	56	2011	27
Austria	29	12,2%	56	2015	238
Portugal	8	n.a.	48	2022	
Netherlands	26	44,8%	62	2012	58
Norway	3	27,3%	64	2005	11
Slovenia	8	42,1%	56	2016	19
Czechia	14	23,7%	54	2021	59
Sweden	6	15,8%	56	2021	38
Finland	2	15,4%	38	2018	13
Lithuania	1	n.a.	63	2016	
Denmark	1	n.a.	32	2022	
Bulgaria	2	n.a.	48	2022	
Romania	1	n.a.	51	2017	
Ireland	4	n.a.	57	2022	
Croatia	2	n.a.	60	2006	
<b>TOTAL</b>	<b>776</b>	<b>25,1%</b>			<b>3093</b>

(\*) In gray, the project partner countries. The list is ordered according to the decreasing number of respondents.

(\*\*) Source: IFF International Feldenkrais Federation. Figures 2023 for only practicing Feldenkrais members who have thus already completed the four-year attestation pathway.

Table 1 - Sample: age and year of training completion

Country (*)	Nr. Replies	Women		Men		Non-binary		Prefer not to respond	
		Nr.	%	Nr.	%	Nr.	%	Nr.	%
France	125	106	85%	15	12%	3	2%	1	1%
Germany	179	146	82%	32	18%	0	0%	1	1%
Italy	218	179	82%	36	17%	1	0%	2	1%
Austria	29	24	83%	5	17%	0	0%	0	0%
Belgium	9	7	78%	2	22%	0	0%	0	0%
Bulgaria	2	2	100%	0	0%	0	0%	0	0%
Croatia	2	1	50%	1	50%	0	0%	0	0%
Czechia	14	12	86%	2	14%	0	0%	0	0%
Denmark	1	0	0%	1	100%	0	0%	0	0%
Finland	2	2	100%	0	0%	0	0%	0	0%
Ireland	4	1	25%	3	75%	0	0%	0	0%
Lithuania	1	1	100%	0	0%	0	0%	0	0%
Netherlands	26	20	77%	6	23%	0	0%	0	0%
Norway	3	1	33%	2	67%	0	0%	0	0%
Portugal	8	7	88%	1	13%	0	0%	0	0%
Romania	1	1	100%	0	0%	0	0%	0	0%
Slovenia	8	6	75%	1	13%	0	0%	1	13%
Spain	33	25	76%	7	21%	0	0%	1	3%
Sweden	6	5	83%	1	17%	0	0%	0	0%
Switzerland	70	61	87%	9	13%	0	0%	0	0%
United Kingdom	35	28	80%	7	20%	0	0%	0	0%
<b>TOTAL</b>	<b>776</b>	<b>635</b>	<b>82%</b>	<b>131</b>	<b>17%</b>	<b>4</b>	<b>1%</b>	<b>6</b>	<b>1%</b>

(\*) The cells in grey are related to partner countries.

Table 2 - Gender of the sample

Most answers (67,2%) came from partner countries (522 out of 776 from Italy, Germany and France). The remaining 32,8% collected answers throughout Europe, with a higher representation of a few countries: Switzerland, United Kingdom, Spain, Austria and The Netherland.

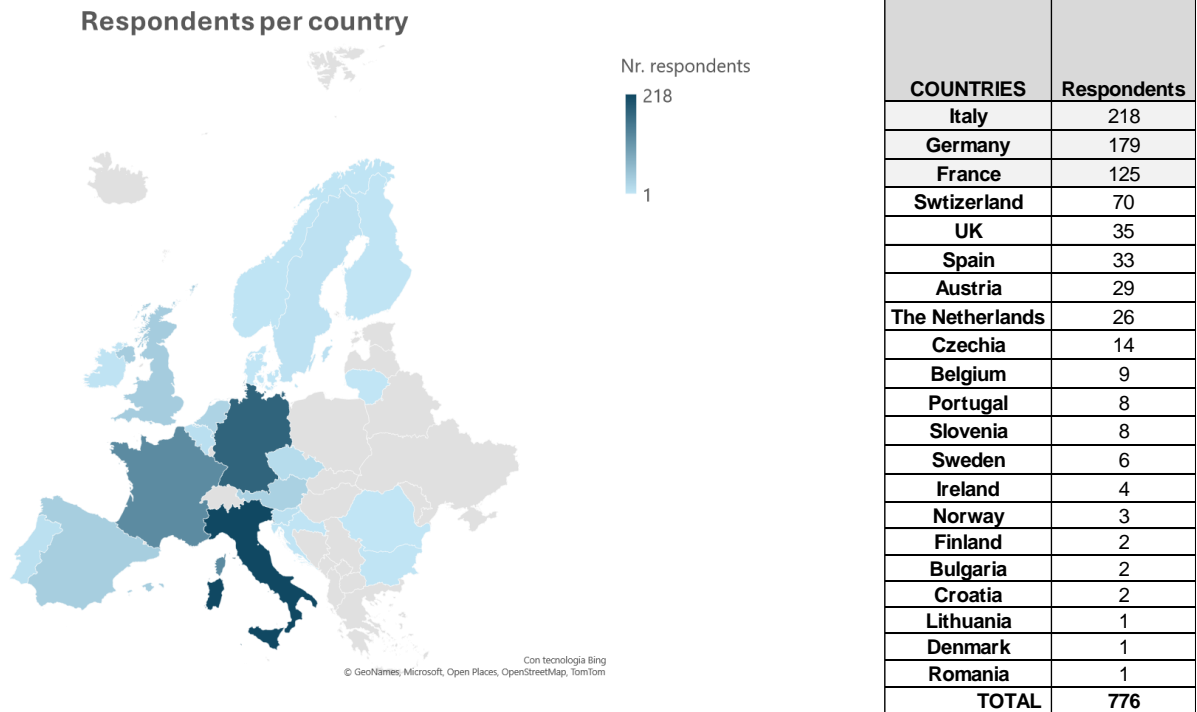


Figure 2 - Working country of the respondents

Fifteen percent of respondents said that they live and work not in the country of origin. Considering only the participants in this survey, Eastern European countries such as Bulgaria, Czechia, Slovenia and Northern European countries such as Denmark, Finland, Norway, Lithuania and Ireland collect only native Feldenkrais practitioners. In partner countries, one out of five of the practitioners who responded the survey comes from abroad (19 %); and to a lesser extent in Germany (8 %) and Italy (7 %).

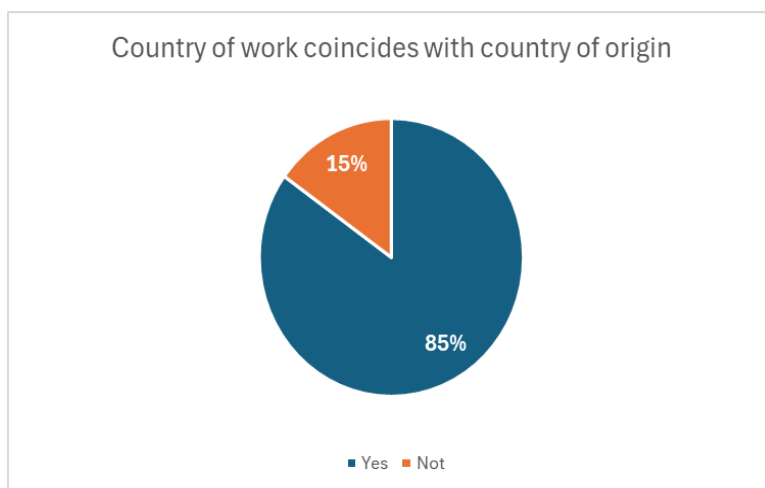


Figure 3 - Coincidence of country of work with country of origin

The survey did not investigate the main origin of people who are not from the country where they live and work. However, the fact that a proportion of practitioners are foreigners (15%, 117 out of 776) and that a proportion of respondents (22%, 171 out of 776) report having trained abroad, gives an idea of the potential mobility that characterises the Feldenkrais profession.



Most of respondents trained in Europe (98%), with a few gaining their Feldenkrais diploma in other parts of the world such as North America, Israel, Argentina, New Zealand, and Australia.

### Country of Feldenkrais Training

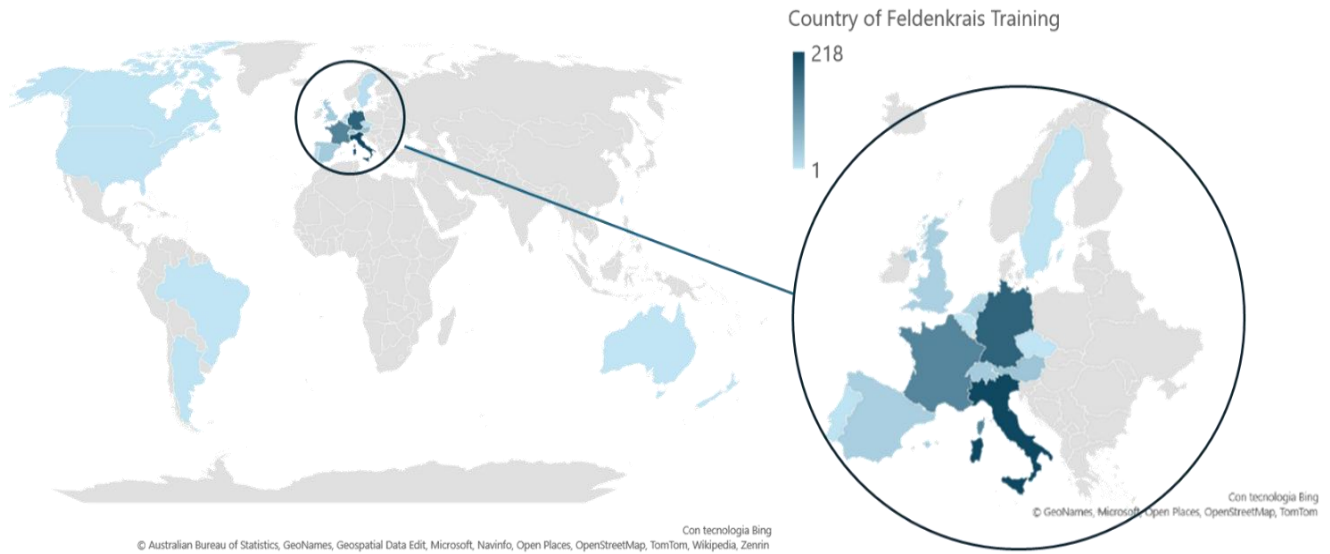


Figure 4 - Map of countries where trainings were attended

In the partner countries (Italy, Germany, France) - where the predominant part of the survey sample works and lives – the majority of the respondents were educated in the same country (Italy, 92 %; France, 87 %; Germany, 82%).

Country where Feldenkrais Training was attended	Nr. of respondents
Italy	218
Germany	181
France	134
Austria	49
Switzerland	39
UK	35
Spain	36
The Netherlands	31
Portugal	10
Sweden	10
Belgium	9
Czech Republic	7
<b>Total in Europe</b>	<b>759</b>
Argentina	2
Australia	1
Israel	2
New Zealand	1
North America	7
South America	1
Taiwan	2
<b>Total extra Europe</b>	<b>16</b>

Table 3 - Countries where trainings were attended

The table below (see ANNEX 3) shows that Italy mainly trains Feldenkrais practitioners who stay in the country (92%), and only a few of the practitioners who work here trained abroad (6%). Germany (18%) and France (13%) respectively have more than ten % of their students moving abroad or returning their countries after graduation; they also count a comparable percentage of the national practitioners who trained abroad (DE, 16%; FR, 11%). Regarding the other countries, Austria seems to be the country with the higher rate of students (19 %) who then move or live abroad. Across Europe, Eastern countries (i.e. Bulgaria, Croatia, Slovenia, Romania), Scandinavian countries (i.e. Finland, Denmark, Norway), Lithuania, and Ireland have practitioners entirely educated abroad according to the figures of this survey, which is likely explained by the lack of national and local Feldenkrais Professional Training Programs. The figures for Sweden, Switzerland, Czechia, and Belgium also report that about half of the graduated practitioner who responded to the survey trained abroad.

According to the median age of the respondents, people have trained years ago when training programs were not that widespread in Europe. The survey figures out an overall picture until now where Austria and Germany seem to be the countries which mostly hosted learners in their Feldenkrais Professional Training Programs who afterwards moved abroad. Followed by France and then Italy, United Kingdom and finally The Netherlands.

Country (*)	Teachers that trained in the country but work and live in other ones		Teachers that work and live in the country but trained abroad.	
	Nr.	% (**)	Nr.	% (***)
France	23	13%	14	11%
Germany	31	18%	29	16%
Italy	14	8%	14	6%
Austria	32	19%	12	41%
Belgium	5	3%	5	56%
Bulgaria	0	0%	2	100%
Croatia	0	0%	2	100%
Czechia	0	0%	7	50%
Denmark	0	0%	1	100%
Finland	0	0%	2	100%
Ireland	0	0%	4	100%
Lithuania	0	0%	1	100%
Netherlands	12	7%	7	27%
Norway	0	0%	3	100%
Portugal	5	3%	3	38%
Romania	0	0%	1	100%
Slovenia	0	0%	8	100%
Spain	7	4%	4	12%
Sweden	7	4%	3	50%
Switzerland	6	4%	37	53%
UK	13	8%	12	34%
North America	7	4%		
Israel	2	1%		
Taiwan	2	1%		
Argentina	2	1%		
New Zealand	1	1%		
South America	1	1%		
Australia	1	1%		

(\*) The cells in grey are related to partner countries.

(\*\*) Percentage calculated in relation to all the people who trained abroad (171, 22% of the total sample)

(\*\*\*) Percentage calculated in relation to all the Feldenkrais teachers living and working in the country

Table 4 - Feldenkrais practitioners who either trained or work abroad

On average, respondents have been teaching Feldenkrais for 11 years. The median calculated for the year of completion of teacher training is 2013. The diagram and table below show the distribution over the years and the figures country by country.

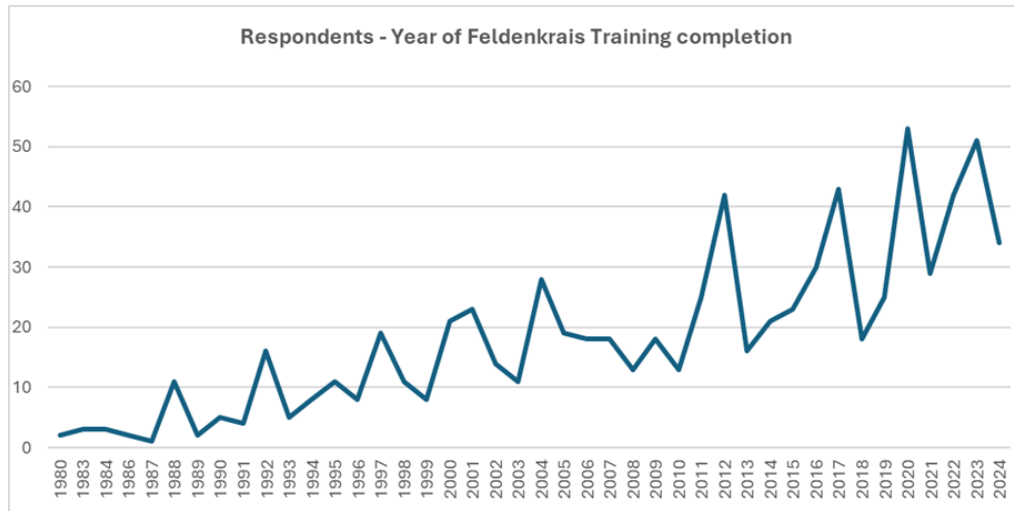
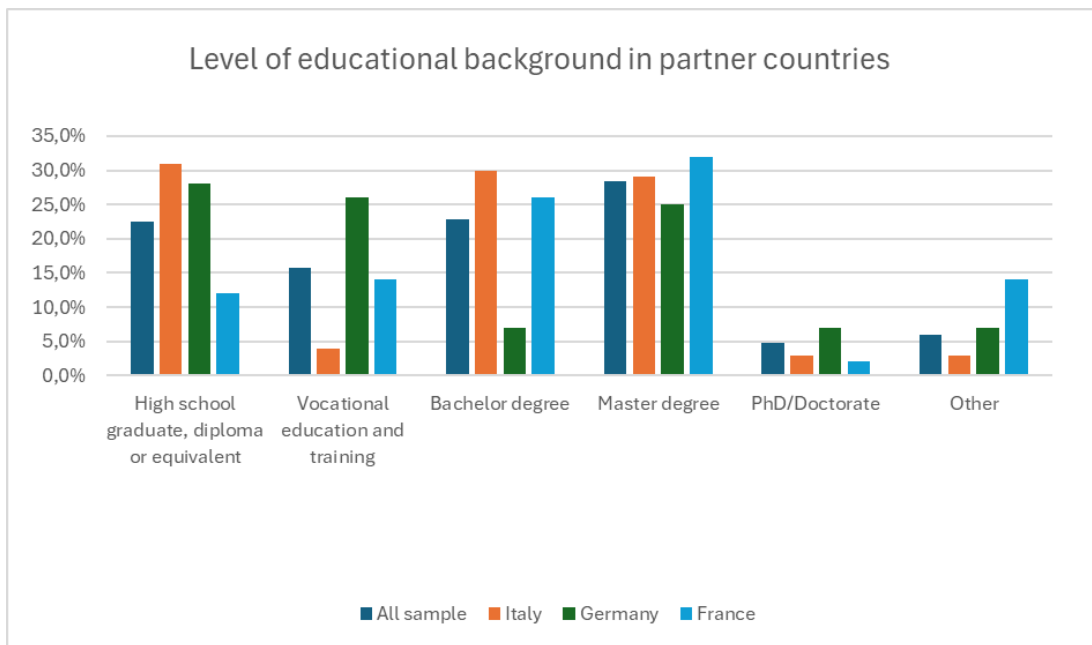


Figure 5 - Year distribution of Feldenkrais training completion

COUNTRIES	Respondents	% compared national guild members (only FP)	Age (average)	Year of Training completion (mediana)	2023 members (only FP - no students)
Italy	218	53,3%	57	2012	409
Germany	179	14,4%	59	2011	1242
France	125	28,7%	58	2015	436
Switzerland	70	21,2%	57	2005	330
UK	35	22,9%	61	2015	153
Spain	33	55,0%	51	2017	60
Austria	29	12,2%	56	2015	238
The Netherlands	26	44,8%	62	2012	58
Czechia	14	23,7%	54	2021	59
Belgium	9	33,3%	56	2011	27
Portugal	8	n.a.	48	2022	
Slovenia	8	42,1%	56	2016	19
Sweden	6	15,8%	56	2021	38
Ireland	4	n.a.	57	2022	
Norway	3	27,3%	64	2005	11
Finland	2	15,4%	38	2018	13
Bulgaria	2	n.a.	48	2022	
Croatia	2	n.a.	60	2006	
Lithuania	1	n.a.	63	2016	
Denmark	1	n.a.	32	2022	
Romania	1	n.a.	51	2017	
<b>TOTAL</b>	<b>776</b>				<b>3093</b>

Table 5 - The sample by country

Half of the respondents had either a master's degree (28.4 %) or a bachelor's degree (22.4 %). Breaking it down by individual countries, this is certainly true in Italy and France, where nearly 60 percent of Feldenkrais teachers responding to the survey have a degree. In Germany, the sample seems more evenly distributed between high school diploma or equivalent (28 %), VET (26 %) and university degree (32 %); moreover, it shows a higher rate of PhD and Doctorate comparing the other two project countries.



Level of educational background	All sample	Italy	Germany	France
High school graduate, diploma or equivalent	22,4%	31%	28%	12%
Vocational education and training	15,7%	4%	26%	14%
Bachelor degree	22,8%	30%	7%	26%
Master degree	28,4%	29%	25%	32%
PhD/Doctorate	4,8%	3%	7%	2%
Other	5,9%	3%	7%	14%

Figure 6 – Levels of educational background in partner countries

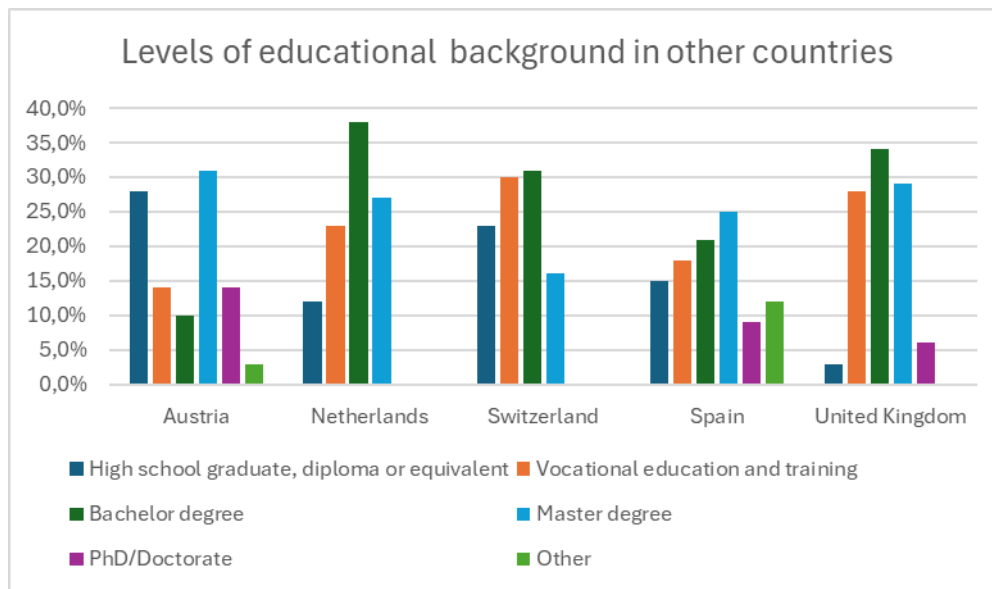
As for the other European countries, the analysis considers those that collected more than 25 responses: Austria; The Netherlands; Switzerland; Spain; United Kingdom.

In The Netherlands (23%), Switzerland (30%), and United Kingdom (28%), there is a significant presence of practitioners who have attended Vocational Education and Training (VET).

In the United Kingdom (63%) and The Netherland (65%) the majority have completed a university degree.

In Austria the majority is divided comparably between people with a master’s degree or a high school diploma.

Spain appears to be more evenly distributed and reports a significant rate of 12 percent in “Other” educational background for which, however, the survey has no further data.



Level of educational background	Austria	Netherlands	Switzerland	Spain	United Kingdom
High school graduate, diploma or equivalent	28,0%	12%	23%	15%	3%
Vocational education and training	14,0%	23%	30%	18%	28%
Bachelor degree	10,0%	38%	31%	21%	34%
Master degree	31,0%	27%	16%	25%	29%
PhD/Doctorate	14,0%	0%	0%	9%	6%
Other	3,0%	0%	0%	12%	0%

Figure 7 – Levels of educational background in other EU countries

Most respondents state that they need to support their household. This is true for both men and women, although the proportions are even more pronounced for the former (80%, 106 of 131) than the latter (70%, 450 of 635). However, it is interesting to note that slightly less than one-third of the sample (27.4 percent) say they are free from economic needs related to supporting their families, regardless of the age of the respondents

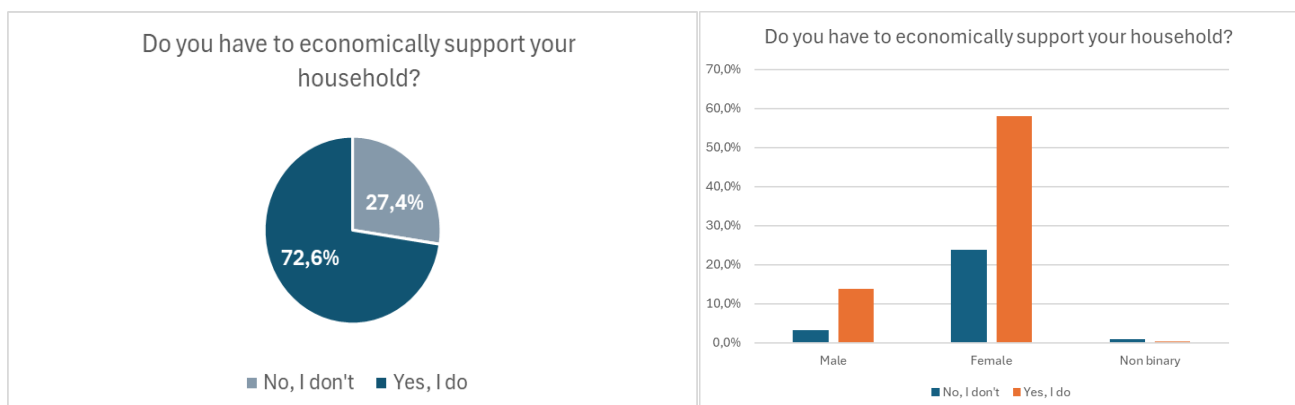


Figure 8 - Need to support one's household economically

## Administrative-fiscal issues of the Feldenkrais practitioner throughout Europe

The questionnaire surveyed whether the practitioners encountered the need to get a national qualification to teach the Feldenkrais Method.

Most respondents (77%) say that they did not accomplish any further national qualification after the training. Except for France, Switzerland and the United Kingdom, where the percentage of positive responses is higher, in most European countries, no specific national examination is required to practice the Feldenkrais Method. In general, an international certification is awarded upon completion of professional training delivered according to standards recognized by the Training Accreditation Board. In Europe there is ETAB - European TAB and D-TAB in Germany; in the world, there are North America TAB (NATAB) and Aus-TAB in Australia.

Since there is no mandatory state examination that grants a corresponding professional qualification, membership in national and international organizations plays a crucial role in recognizing and legitimizing practice. The associations regulate continuing education, provide professional support to members, and can serve as a regulatory body to ensure the quality of practice.

On the other hand, the affirmative responses (13,7%), even the partial ones (“under certain conditions”, 8,9%), denote the presence of a national qualification system presumably operating in the field of health practice to which Feldenkrais refers. However, the survey did not delve into this topic, which would instead merit further study to better understand what the avenues for national professional recognition of the Feldenkrais profession might be.

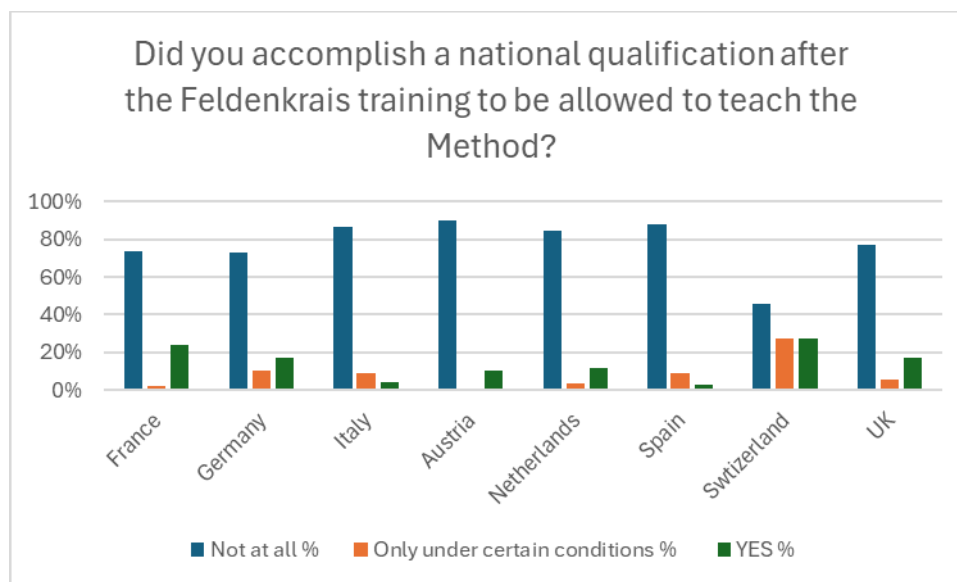


Figure 9 - National qualification accomplishment after Feldenkrais training

The diagram shows a more significant presence of positive responses in Switzerland and France, followed by Germany and the United Kingdom. The reasons should be better explored as part of project activity A3 – “Cooperation with institutions for formal recognition”, which aims to work toward greater professional recognition of Feldenkrais practice in partner countries.

To better understand the job background and the related administrative fiscal issues, the survey wanted to investigate the presence of other qualification and occupations.

In general, the Feldenkrais practitioner seems to have got multiple qualifications. Only the 4,8% (38 out of 776 replies) declares to have “no further qualifications” that can be related to a different professional occupation. Respondents had several options from a given list and the image below shows the qualifications that were most chosen.

The data is more significant when clustered in professional sectors:

- *Healthcare and Medicine* deals with therapeutic interventions such as rehabilitation and treatment of diseases. Includes physical therapists, psychologists, massage therapists, psychotherapists, and physicians
- *Health and wellness* refers to mind-body approaches that may focus on somatic or verbal methods. Includes bodywork teachers (e.g., Pilates/ postural/ Yoga, etc.); holistic practitioners (e.g., Shiatsu, Cranio-sacra; Reflexology; etc.); coaches; counselors; psychomotricists; Rolfer
- *Education and training* deals with educational roles employed in the school system and training in general. Includes pedagogues, teachers and trainers; educators; gym teachers and support teachers in schools.
- *Art Performing and training* refers to performers and trainers in artistic contexts such as singing, music, theater and dance. Compared to the previous field, it adds and specifies training roles peculiar to the performing arts.
- *Sports training* refers to roles that are involved in sports training and could integrate different methods into their practices.
- *Business and human resource development* includes qualifications that open up to human resource development professions, business management or consulting, and business or factory work.

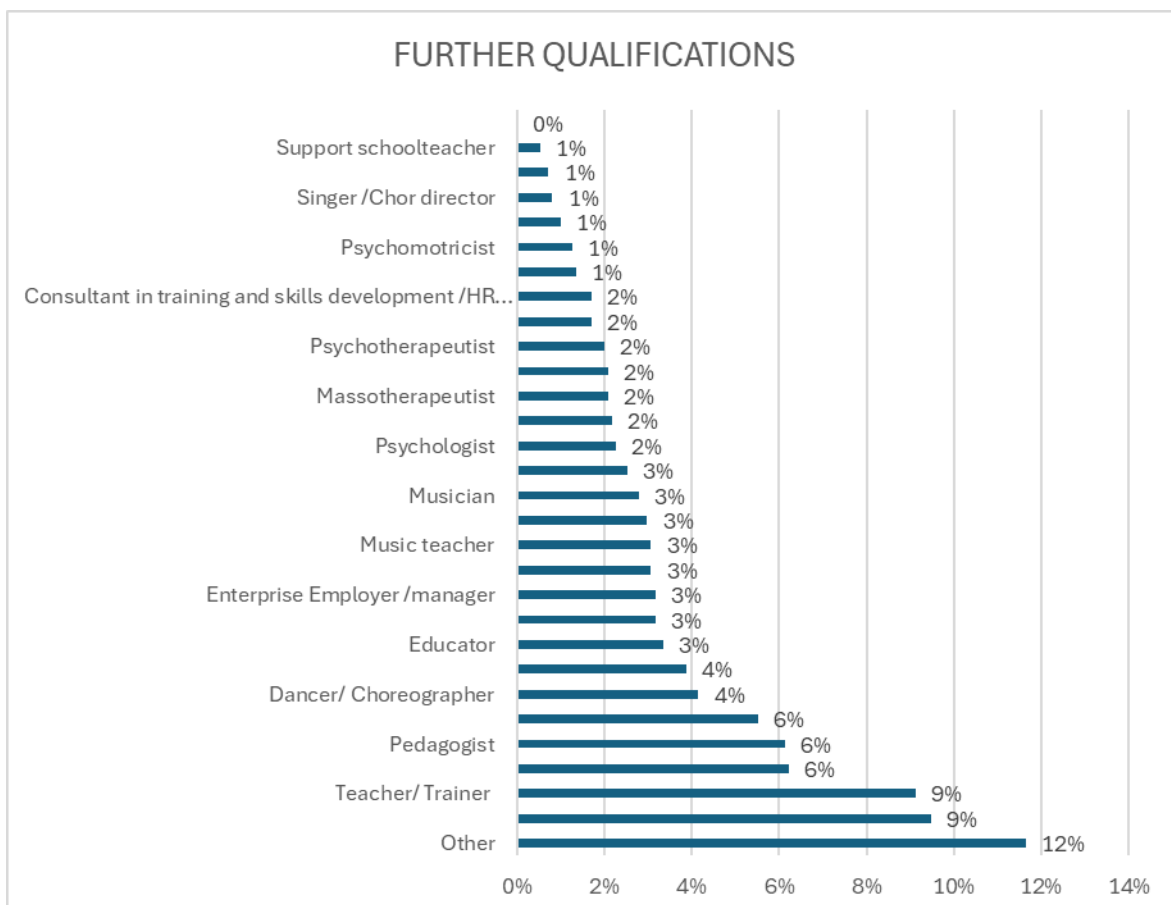


Figure 10 - Other professional qualifications besides Feldenkrais

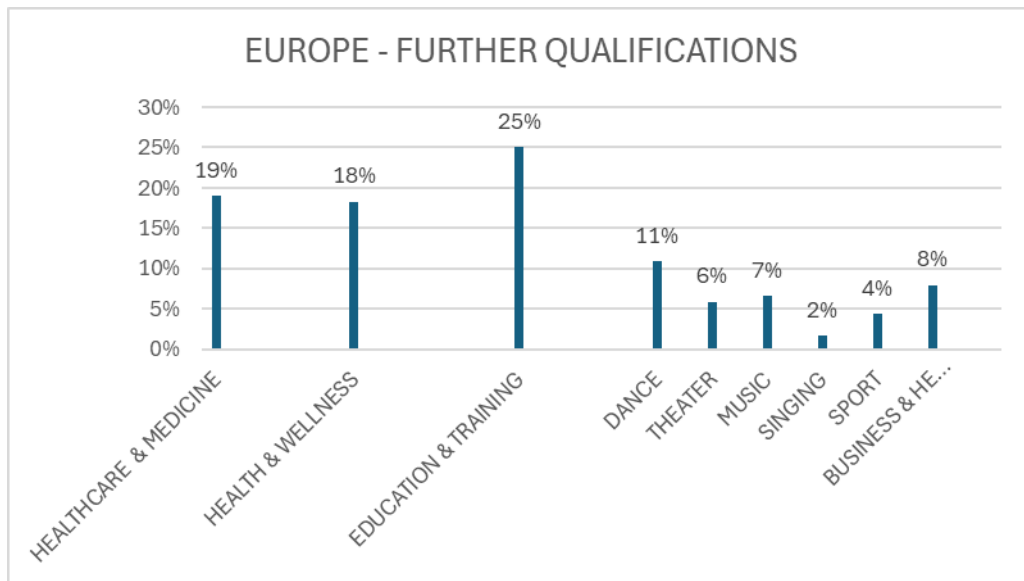


Figure 11 –Other qualifications: sectorial clusters

The diagram shows that the Feldenkrais practitioner's additional qualifications are mainly in education (25%), followed closely by health professions (19%) and health & wellness professions (18%). Adding up Dance, Theater, Music, Singing, and Sports, another substantial part of professional qualifications (26%) deals with performing arts and sports background. Considering that the latter includes qualifications related to training activities, the educational background could achieve 39% overall (including Dance teachers, 6%; music teachers, 3%; drama teachers, 2%; sport trainers 3%). Moreover, considering the broader meaning of health as “a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity” (World Health Organization, 1948), then the first two bars could be meaningfully joined. Consequently, it can be reasonably said that the diagram shows for Feldenkrais teachers a predominant background in education and training (39%) immediately followed by health (37%).

The same analysis by country shows slight differences that might be interesting to investigate further on a more reliable statistical basis in the future. It is to be noted that Germany encounters a peak for healthcare and medical backgrounds (28%) as well as The Netherlands (36%); while French Feldenkrais practitioners seem to have a strong provenience from art-performing (40%) similarly to United Kingdom (37%). On the contrary, Italian practitioners seems to be more equally distributed among Education, Healthcare, Health Wellness and Performing Arts. Spain shows a majority from both Performing arts (29%) and Education (26%) with the highest rate related to sports (9%) compared to the European data (4%). Finally, Swiss practitioners seem to have prevalent health background (both medical, 24%, and wellness, 13%) followed by the educational one (30%) and performing arts (23%).



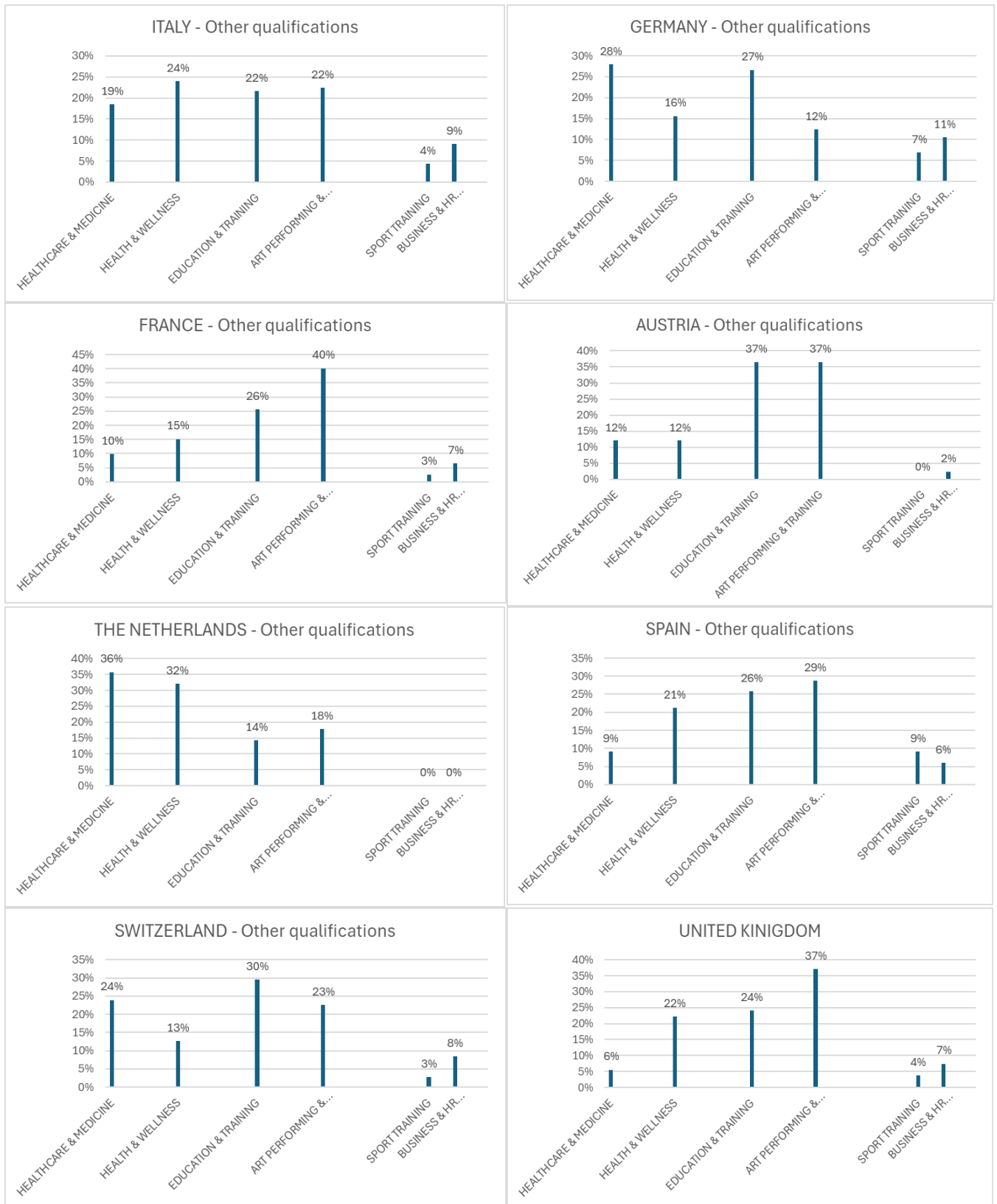


Figure 12 - Other qualifications by country

Regarding the main job of the respondents, 59% of the overall sample reported having multiple occupations; therefore 41% of them work only as Feldenkrais practitioners. Below are the two diagrams for the partner countries and the countries that collected more than twenty-five responses.<sup>3</sup>

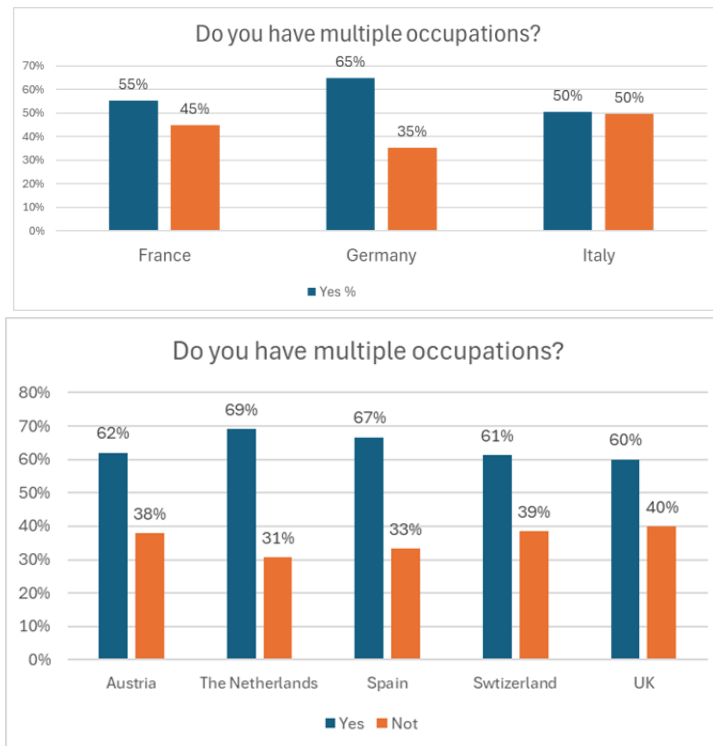


Figure 13 - Percentage of respondents with multiple occupations

Considering the subset of the people that declared to have more than one occupation (59%) only a minority reported doing Feldenkrais practice as their first occupation, almost one in five (18,3%) of the whole sample. Thus, respondents who practice Feldenkrais as their sole (317) or primary (145) job are 59,3 % of the entire sample (460 out of 776).

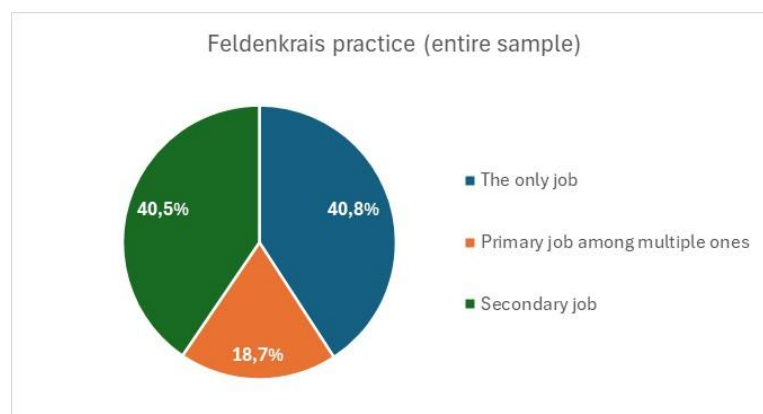


Figure 14 - Feldenkrais practice: primary, secondary or the only job?

<sup>3</sup> For the remaining countries that collected fewer responses and still have a very low estimate for the population of Feldenkrais teachers, the minimum threshold of respondents representing at least 50 percent of national guild members was considered. Unfortunately, no countries met this requirement and the survey did not develop specific figures.

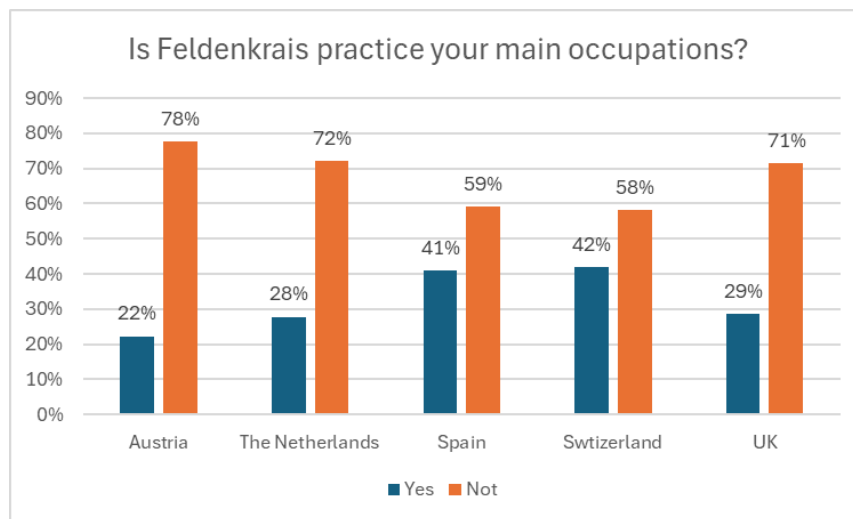
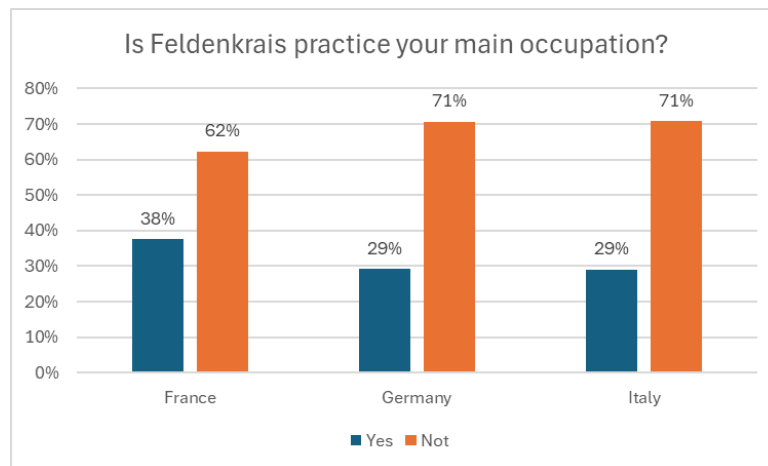


Figure 15 – Role of the Feldenkrais practice by country

Among the respondents who have multiple occupations and do not practice Feldenkrais as their primary job, there are ten main occupations in decrescent order: Teacher/ Trainer; Physiotherapist; Enterprise Employer /manager; Worker; Pedagogist; Music teacher; Educator; Dance teacher; Bodywork teacher (e.g. Pilates/ postural/ Yoga, etc.); Musician.

The diagram below shows the entire ranking. The occupation “other” is shown as the first choice and could be deepened.

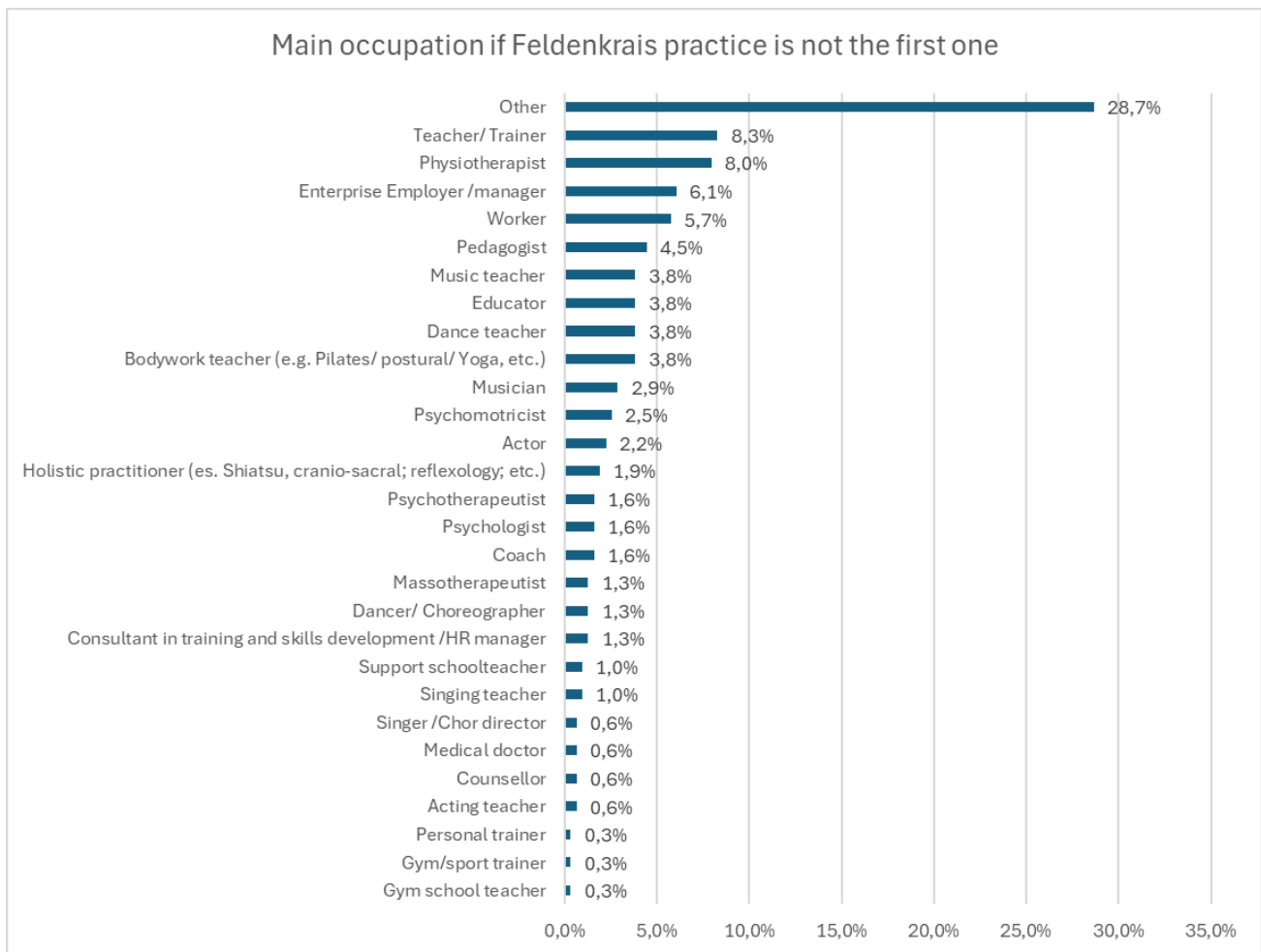


Figure 16 - Main occupation when Feldenkrais is not the primary one

When the data are aggregated in relation to occupational sectors, it shows that Feldenkrais practitioners who have another primary occupation are employed 23.6 % in the health sector, 27.7 % in education and training overall (education and training, 17.8 %, performing arts teachers and sports trainers, 9.9 %), 7 % in performing arts, and finally 13.1 % in corporate settings and activities.

Tables in Annex 6 show the data for each of the eight countries mentioned above.

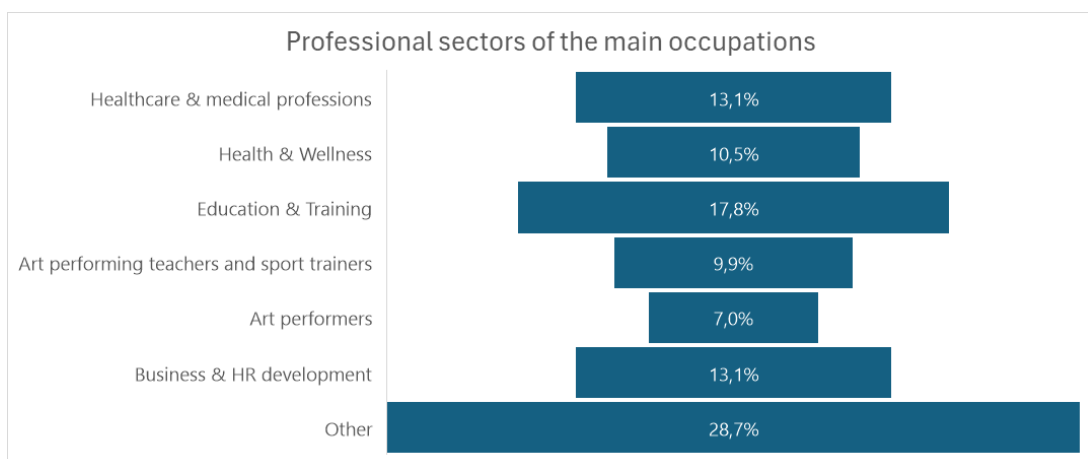


Figure 17 - Professional sectors of the main occupations

Among people in multiple occupations, Feldenkrais practice is maintained as a separate occupation in 30.9%: a minority (13.7%) confirm that they integrate it into their primary occupation; more than half report that they integrate it “partially,” a fact that could be caused either by the person's inability or the difficulties of the context.



Figure 18 - Keeping Feldenkrais practice separated from the other ones

As for how the Feldenkrais practitioner handles the practice from a fiscal perspective, nearly 25 percent of respondents even support two or three different fiscal frameworks. The options are:

- Permanent employee: it implicates open-ended contracts
- Fixed-term employee: it stands for temporary employment with a specified deadline
- Contracts for collaborations, such as collaboration agreements and consulting contracts
- Self-employed: refers to a person who works for himself/herself, without being an employee of a company or employer
- Member of an association/no profit organisation: refers to a person who practices Feldenkrais as part of the work of an association as a member or founder of a nonprofit organization
- Entrepreneur: refers to a Feldenkrais practitioner who has established a for-profit organization, such as a center, institute or the like.
- Retired
- Volunteer: refers to a person who practices the Method without compensation.

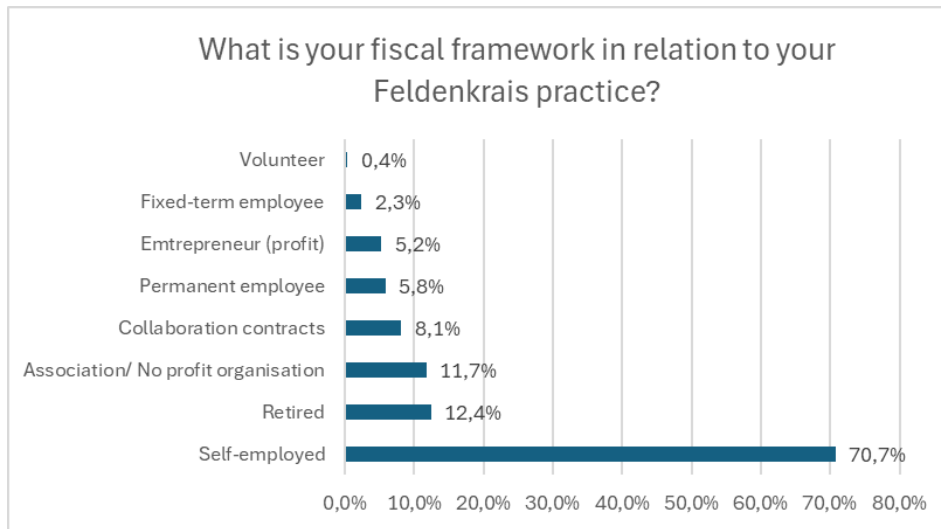
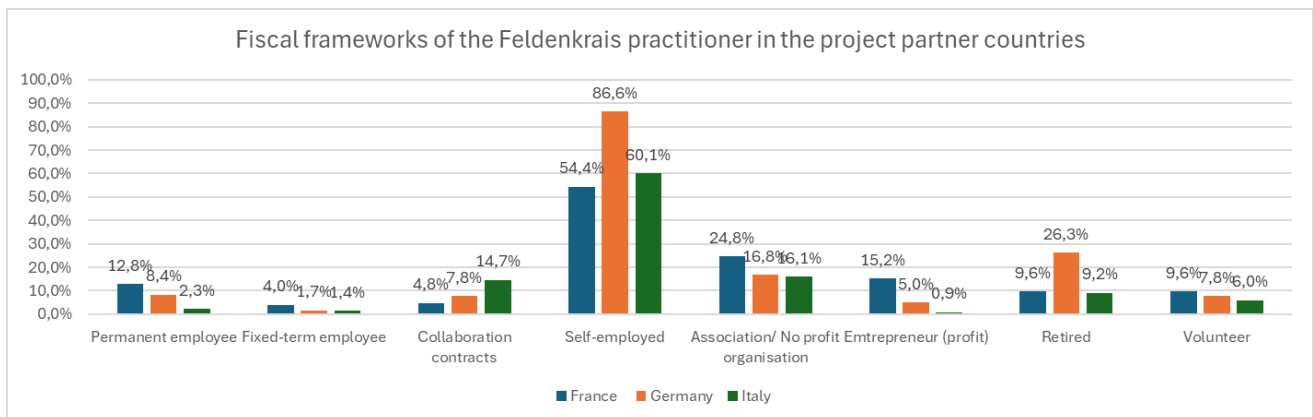


Figure 19 - Fiscal framework and Feldenkrais practice

The average profile on the overall sample shows that the Feldenkrais practitioner tends to work independently. Secondly, a good portion seem to work within a pension framework, which seems quite consistent with the mature age of the sample in which 49.3% are 60 years and older. 11.7 % of the sample work within a nonprofit organization such as social promotion or arts associations might be, for example. Some appear to work under permanent contracts (5.8 %) but to a greater extent are fixed-term or collaborative contracts (10.4 %). A minority, on the other hand, seem to work under an entrepreneurial approach that has led to the opening of their own for-profit organization. The analysis was also conducted in detail for the project partner countries and the five other countries mentioned above: France, Germany, Italy, followed by Austria, The Netherlands, Spain, Switzerland, United Kingdom.



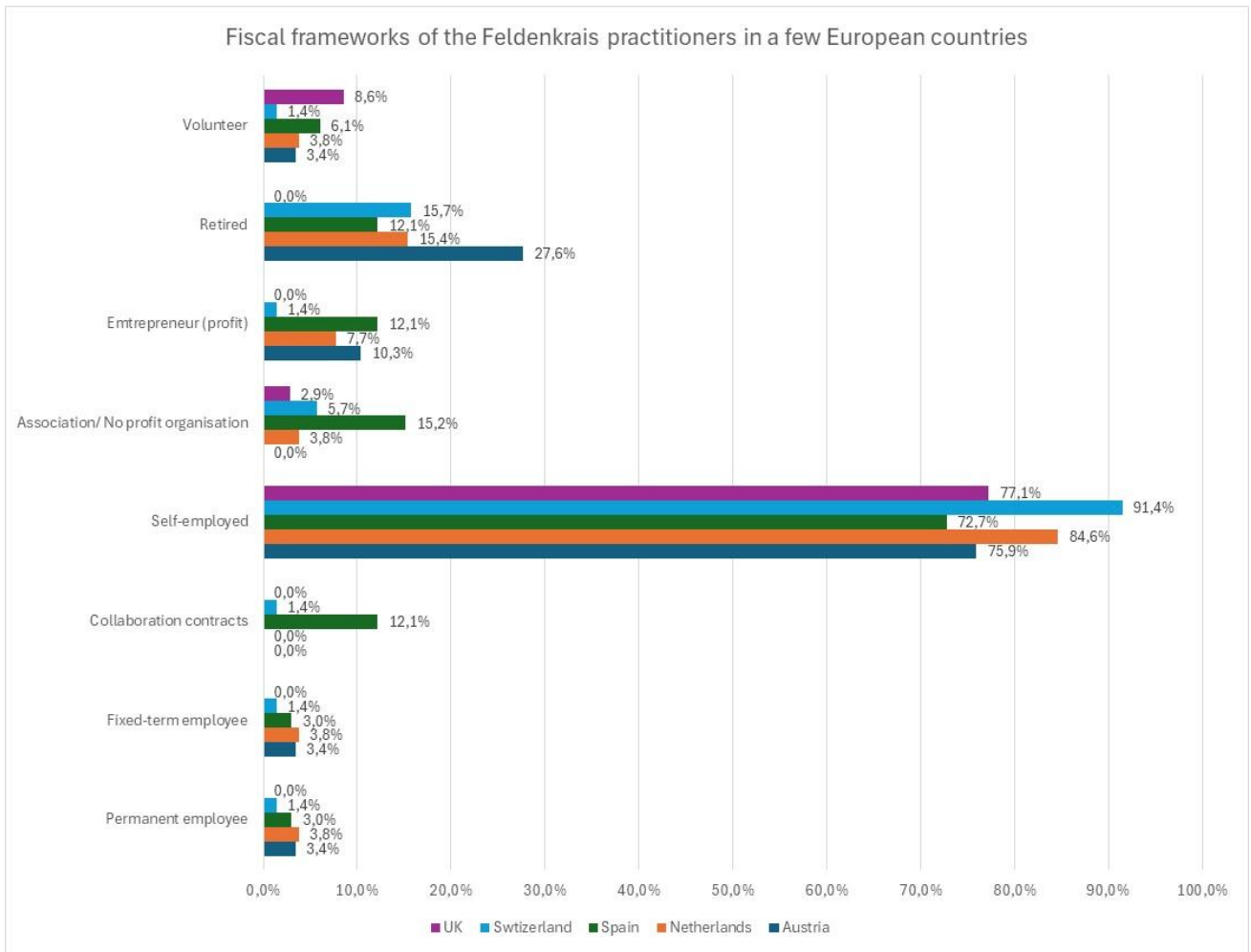


Figure 20 – Fiscal frameworks of Feldenkrais practitioners by country

Finally, the survey analyzed the economic income from teaching Feldenkrais and its magnitude compared to the total income in the case of other jobs held.

Compared to the overall sample, the distribution of income brackets for Feldenkrais activity is markedly downward, where almost half of the sample (49.1 percent) is within the €5.000 range. Another 16.2 % fall between €5.000 - €10.000, a range that results in being the median value for the sample.

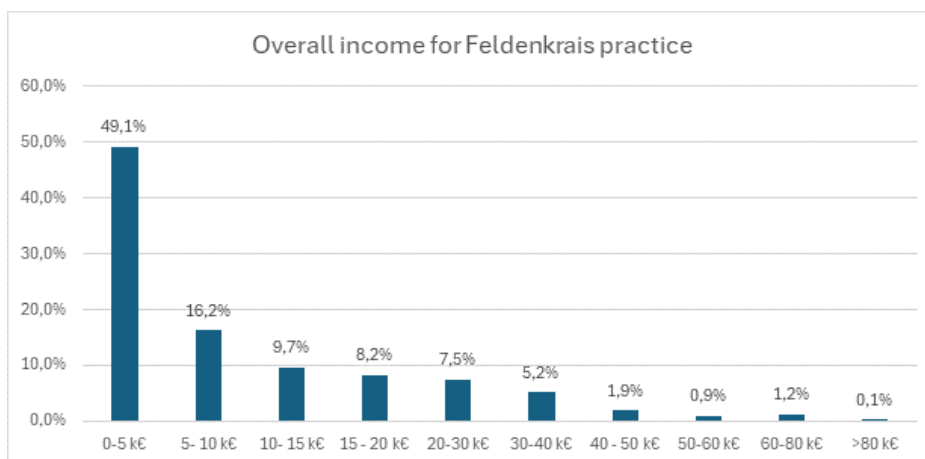


Figure 21 - Overall income for Feldenkrais practitioners

Compared with the detailed analysis for partner countries, the same trend toward low income is confirmed. For most countries the median value is between 0-5.000€ of annual income, with exception of France (median value between 5.000 – 10.000€) and Switzerland (median value between 15.000 – 30.000€).

There is a presence of annual incomes up to 40.000€, especially in Switzerland and the United Kingdom. Finally, Switzerland also shows a remarkable 24,3 % of annual incomes between 40.000€ and 80.000€.

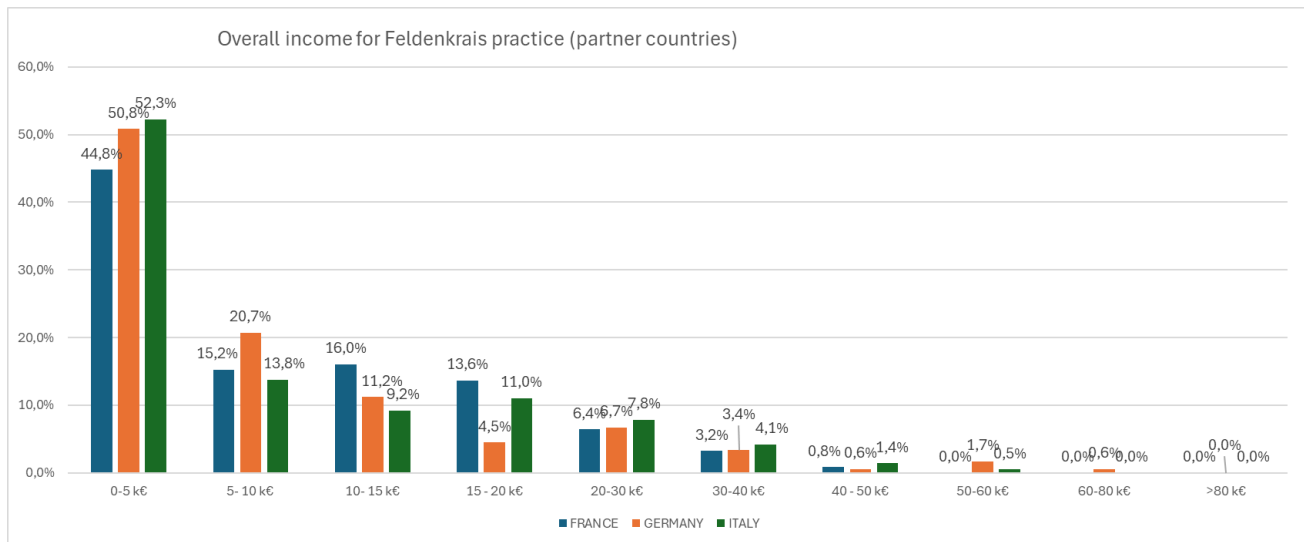


Figure 22 - Overall income of Feldenkrais practitioners in the partner countries

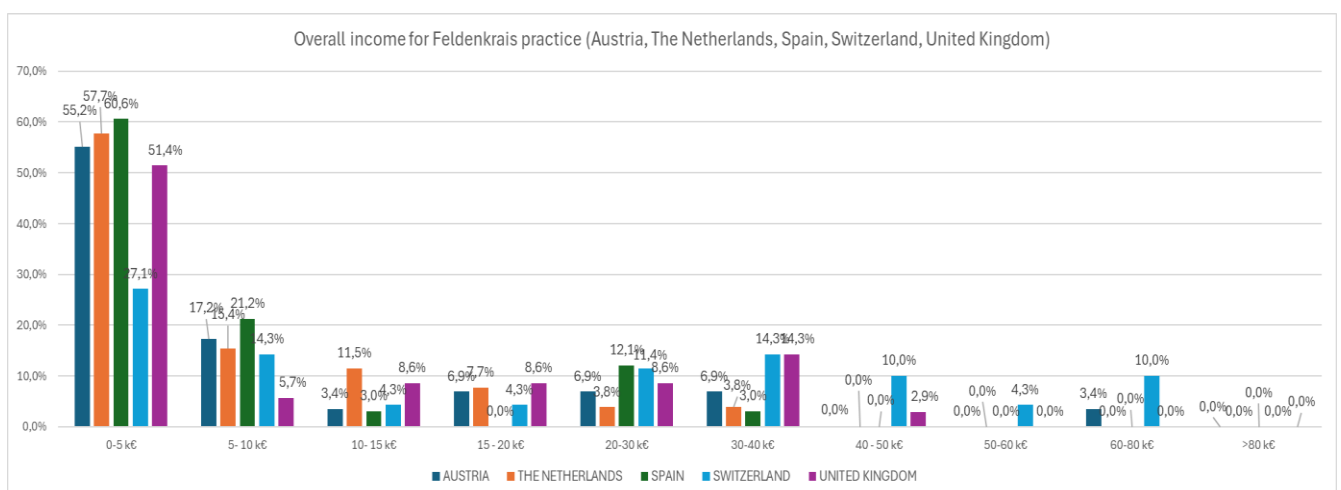


Figure 23 - Overall income of Feldenkrais practitioners in other European countries

For respondents who reported working multiple jobs, the percentage of income covered by Feldenkrais activity averaged between 40% - 60% (median of the responses). The graph below shows the distribution with respect to the given options from which it can be seen that 80% of the sample is at the extremes. In fact, 44% report that Feldenkrais income covers a major part of annual income: 37%, on the other hand, report it as a minor contribution between 0 and 20%.



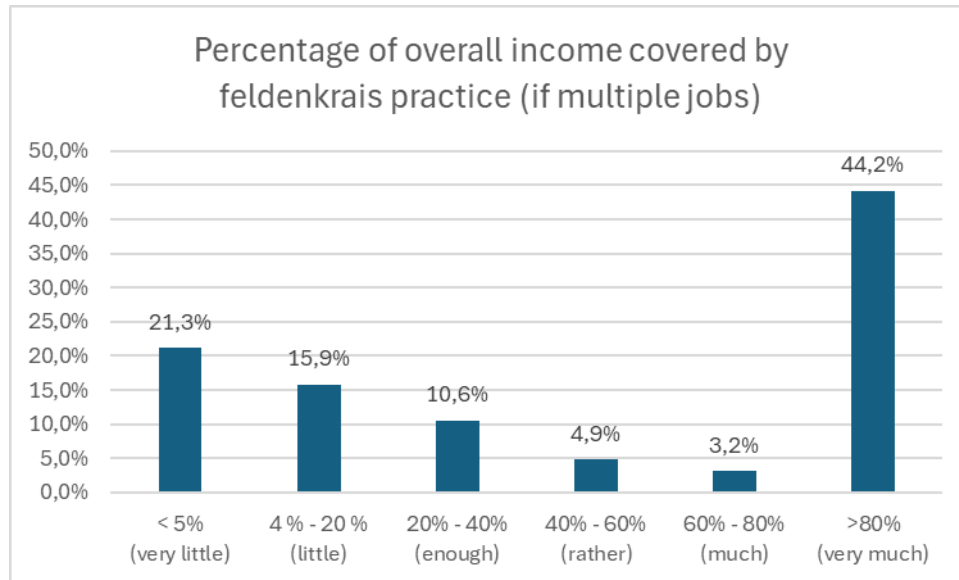
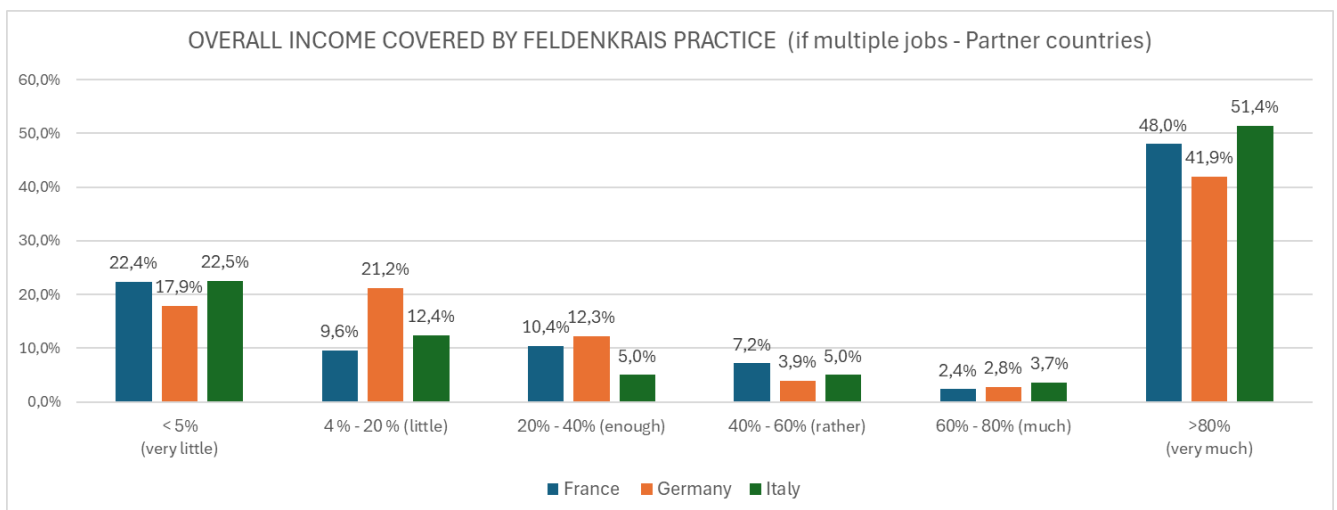


Figure 24 - Percentage of income covered by Feldenkrais teaching

Analyzing the data by country, overall, the trend is confirmed although with slight national differences.



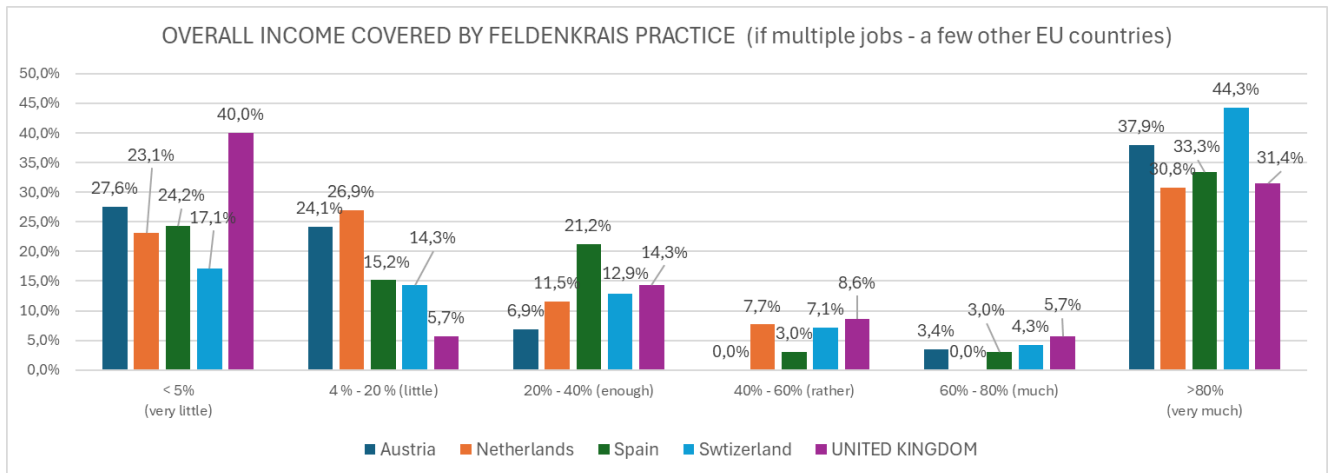


Figure 25 - Percentage of overall income covered by Feldenkrais teaching by country

## How Feldenkrais Method is practiced

Interestingly, the main reason people decide to undertake a Feldenkrais training program is for self-development (67,9% in relation to the entire sample) and only secondly for acquisition of a new profession (42,1%) or integration of the Feldenkrais Method into the existing job (40,9%). The trend is confirmed in the country analysis which shows slight differences compared to the entire sample except for United Kingdom where the options are more balanced.

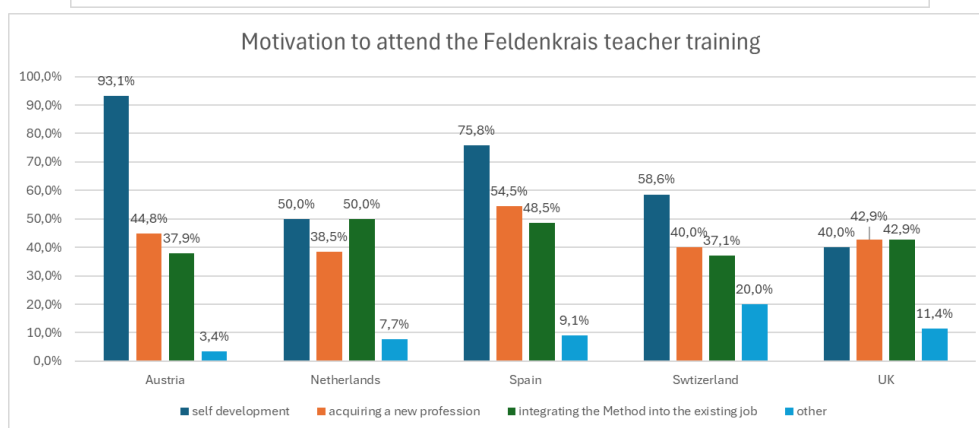
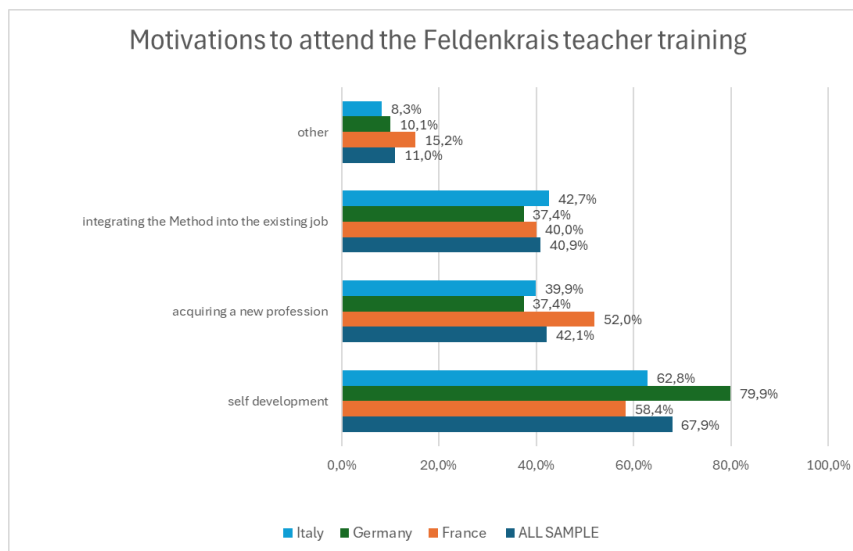


Figure 26 – Motivations to attend Feldenkrais Training by country

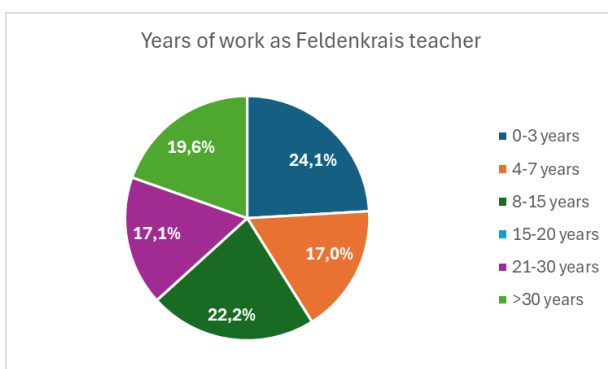


Figure 27 - Seniority in Feldenkrais teaching

On average the sample is made up of teachers evenly distributed among the different seniority groups.

They work as Feldenkrais teachers with continuity along the year. The same result emerges in the country analysis which shows that most teachers are fully or almost continuously engaged throughout the year.

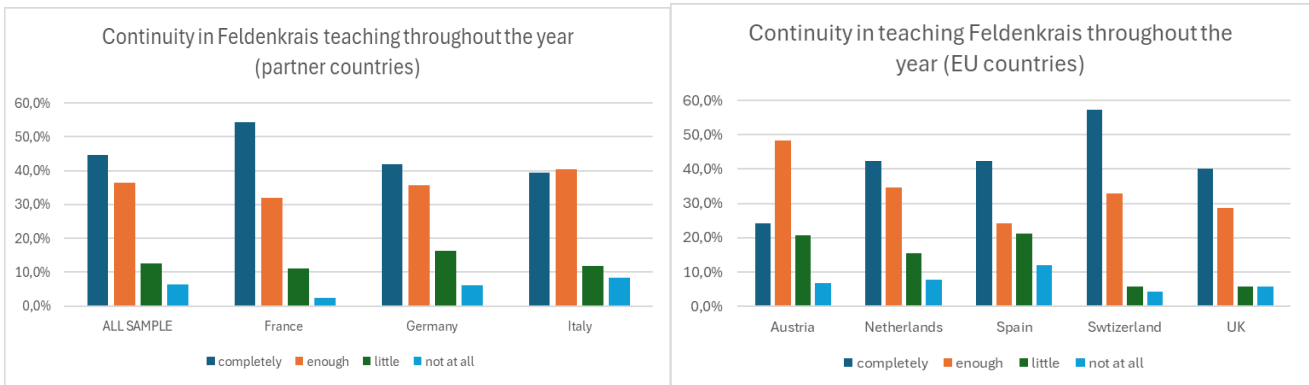


Figure 28 - Continuity in teaching Feldenkrais

### ATM - Awareness Through Movement® practice

On average, nearly a third of Feldenkrais practitioners do not teach ATM® at all or at the most an hour per week (28,9%); 56% of them have from 2 up to 6 classes per week; and only 13,1% of them teach more than this. This trend is shown in all countries where the distribution is like a Gaussian with the peak on the range 5-12 hours per month, in other words, 2-3 courses per week (France, 35,2%; Germany, 30,7%; Italy, 35,3%; Austria, 41,4%; The Netherlands, 50,0%; Spain, 39,4%; Switzerland, 30,0%; UK, 40,0%).

In Germany the peak tends to extend to the next range as well (30,2% in the range of 13-24 hours per month); while in Austria it tends to drop to the previous range (37,9% in the range 1-4 hours per month).

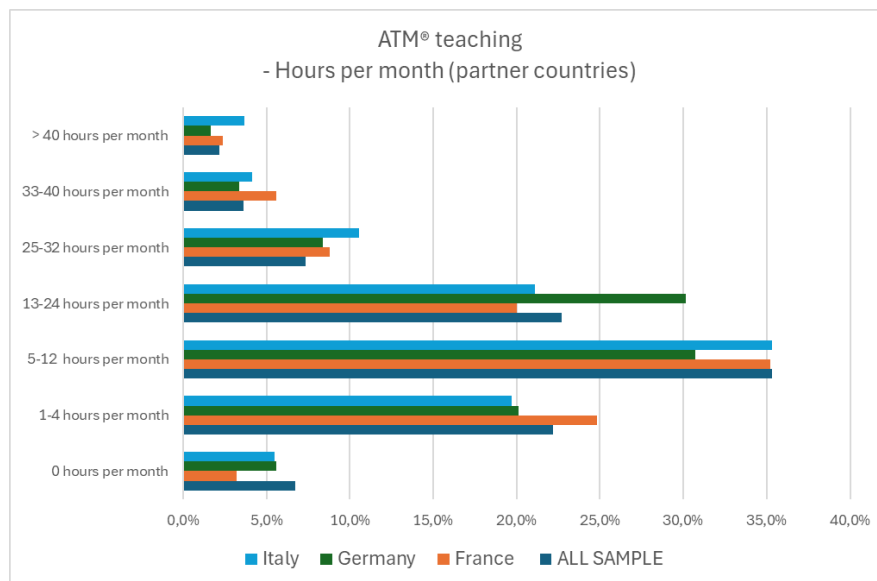


Figure 29 - ATM® teaching: hours per month (partner countries)

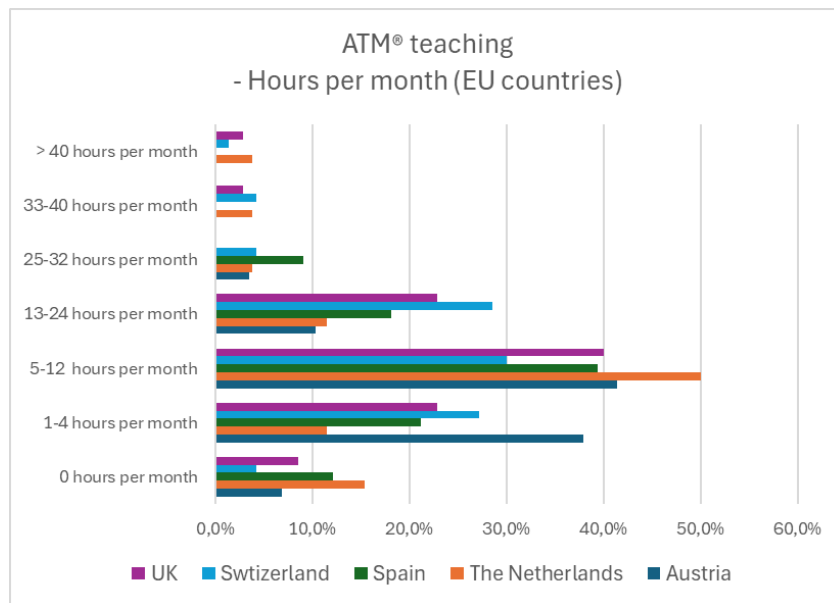


Figure 30 - ATM® teaching: hours per month (other EU countries)

When asked why they do not teach much, half of them (48.8% of the entire sample) answered that it is not their case. The other half answered that it mainly depends on their choice (17.4 %) or lack of demand (17.4 %). Only a minority find reasons in the lack of resources such as digital skills, logistics and time (8.6%) or even other unspoken causes (7.7%).

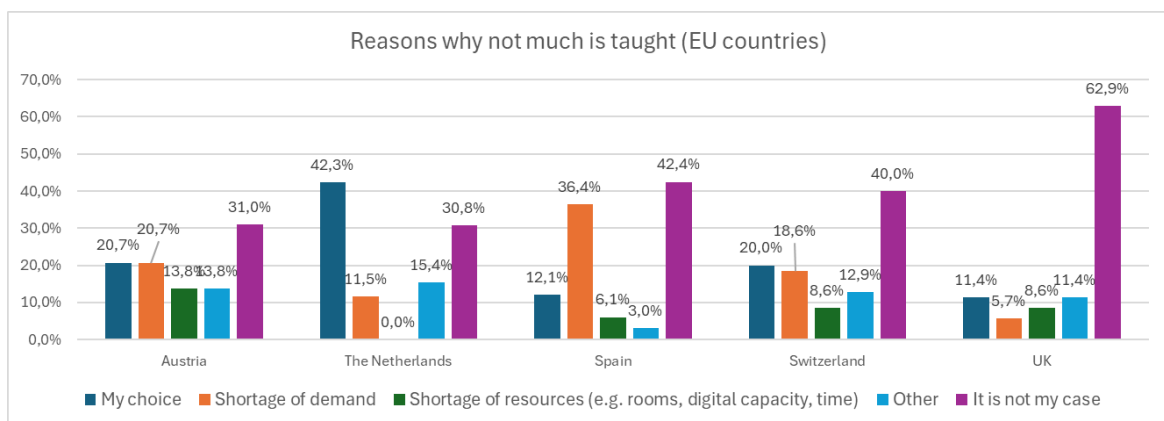
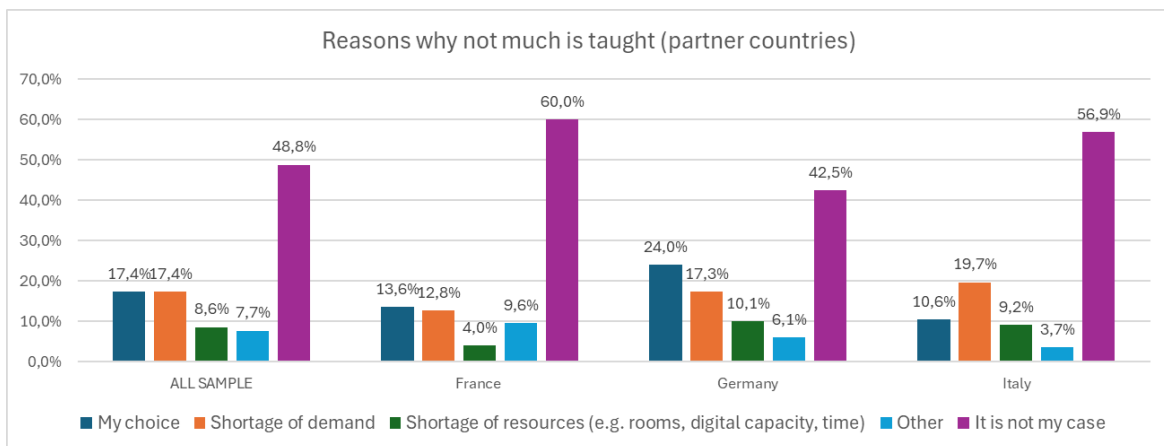


Figure 31 - Reasons why few ATM® are taught

For those who answered that it depends on their choice (17.4%), the survey asked them to specify more from a list with more options to choose from. 77 respondents out of 135 (57%) replied that the main reason was related to lack of time and the presence of other priorities, a percentage consistent with the part of the subset who said they had multiple occupations (43%, 33 out of 77 respondents). The remaining respondents (43%) who answered differently attributed the cause to a lesser extent to lack of willpower (4.4%), lack of self-confidence (5.2%), poor pay (3%) and to a greater extent to other, unspecified reasons (43%). Therefore, the main reason for this should be further investigated.

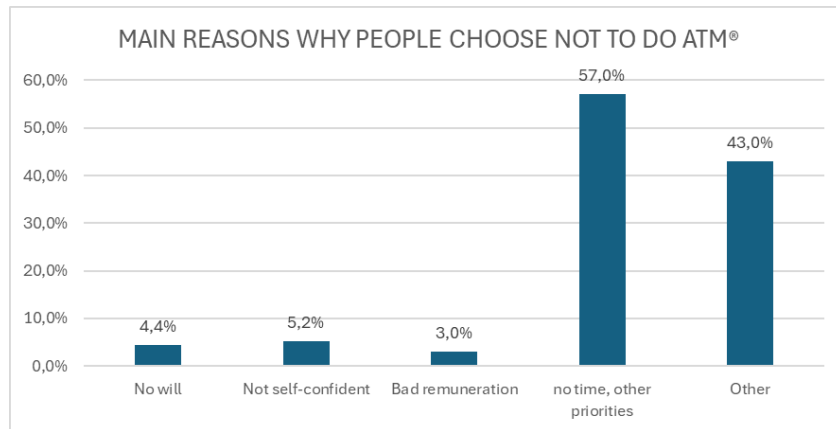


Figure 32 - Main reasons why respondents choose not to teach ATM®

Regarding the places where Feldenkrais practitioners mainly hold classes of Awareness Through Movement® the following diagram shows the most frequently mentioned options in descending order: rented studios/rooms (34,9%); online (24,5%); own studio (19,5%); at home (16,5%); about 10% takes advantage of gyms and centers of various kinds such as cultural, social and educational ones. A low percentage of about 5% also teach in schools, art schools and music conservatories, while an even lower percentage works in hospital and medical studios.

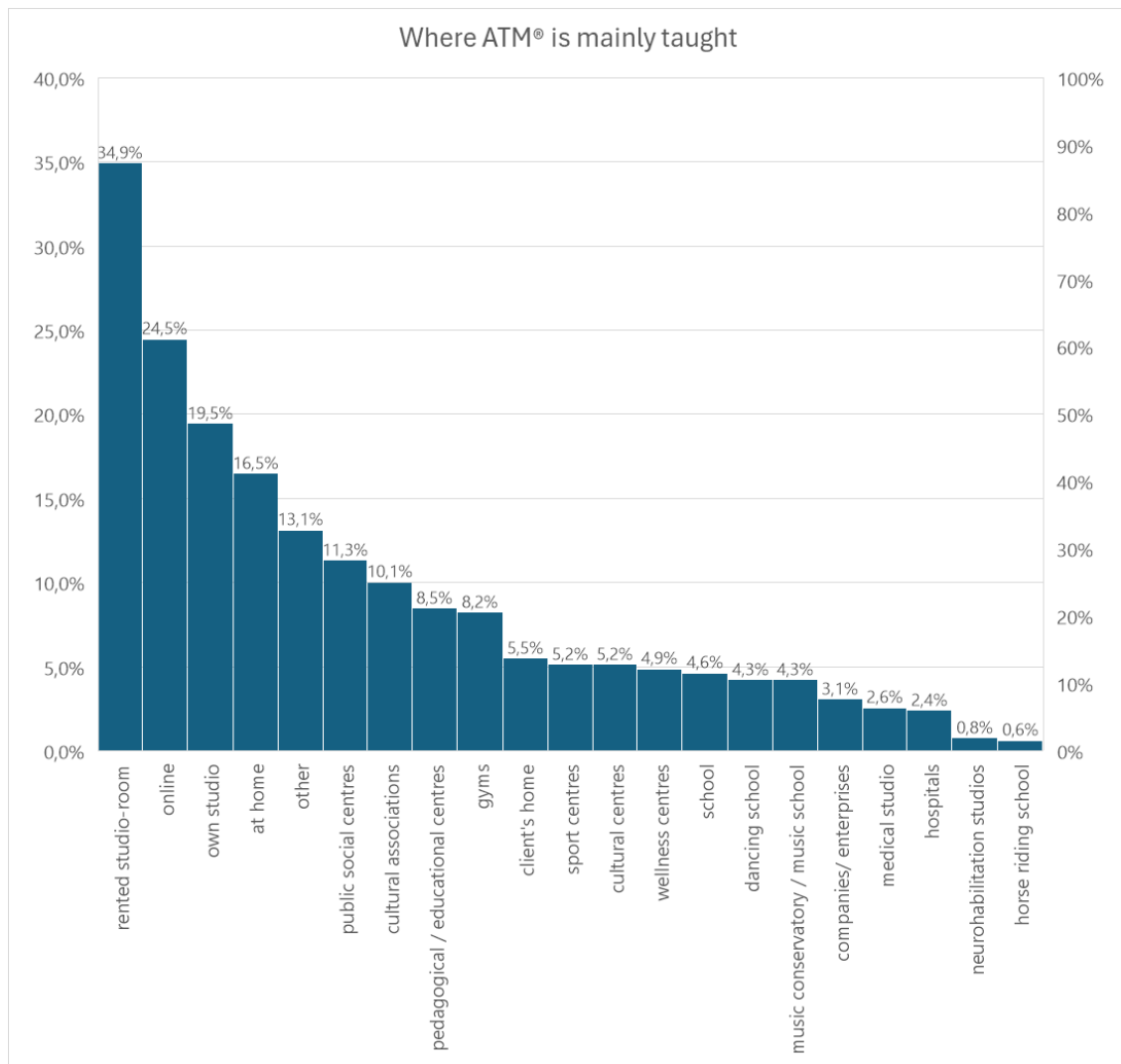


Figure 33 - Main locations for teaching ATM®

Interestingly, more than half (55 %) work in at least two different locations; and a quarter (25,8 %) in three different spaces, indicating a certain level of mobility required.

### FI - Functional Integration® practice

On average, nearly half (43,6%) of the entire sample do not teach FI® at all or teach very few, at maximum an hour per week (31,6%). Another 40,2% of them have from 2 up to 6 individual lessons per week; and only 16,3% of the sample teach more than this. This trend is shown in all countries where the distribution is like a Gaussian with the peak on the range 1-4 hours per month, in other words, no more than a lesson per week (France, 37,6%; Germany, 35,2%; Italy, 30,3%; Austria, 34,5%; Spain, 39,4%). The Netherlands present a more distributed curve up to 6 lessons per week (23,1% in each of the three bands). United Kingdom (28,6%) and Switzerland (28,6%) show the highest rate in the 5-12 hours per month band.

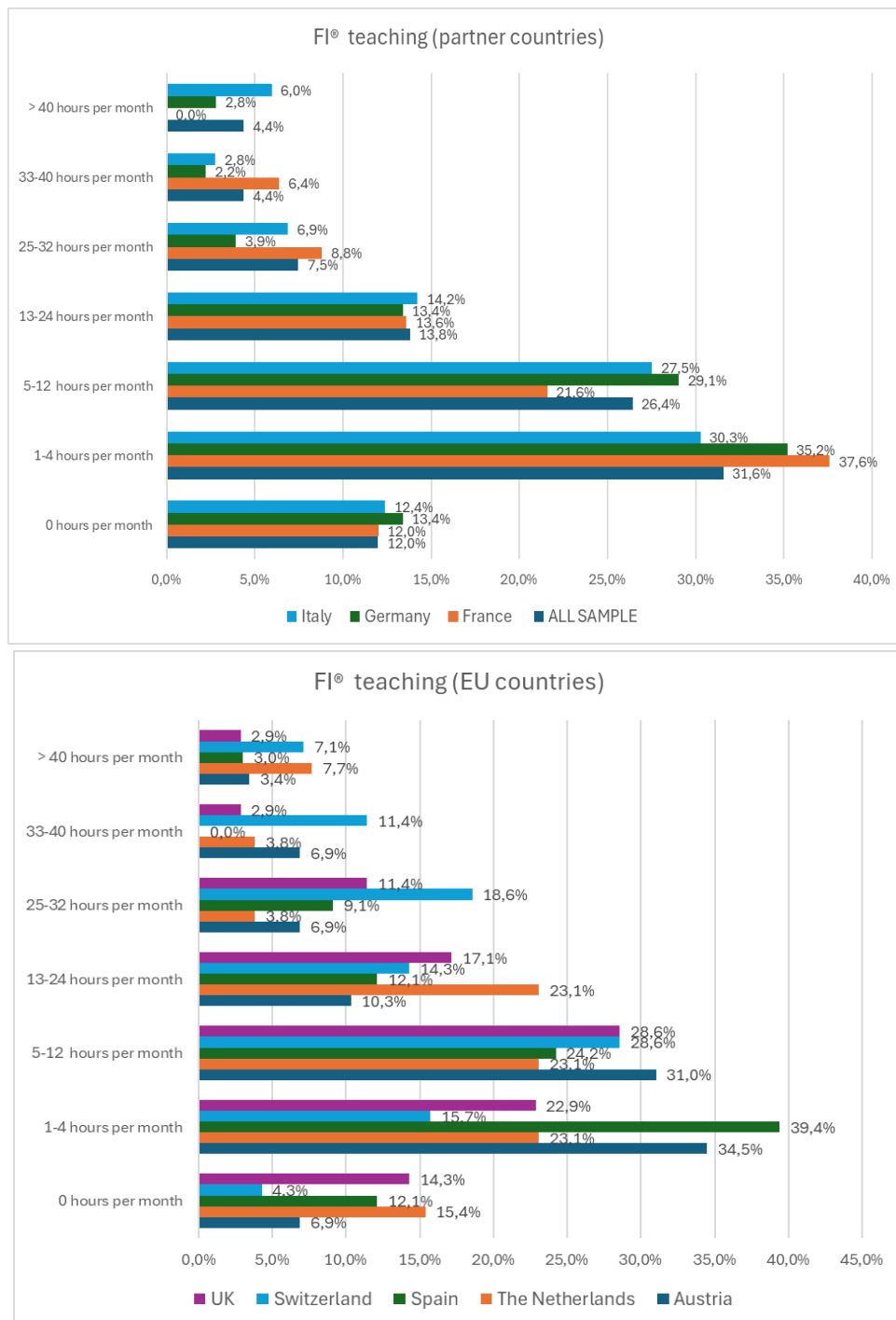


Figure 34 - Hours spent in teaching FI®

When asked about the reasons why they do not teach more Function Integration, many (34,4% of the entire sample) answered that they actually work with individual lessons. The others answered that it mainly depends on lack of demand (30,2 %) or their own choice (17,4 %). Only a minority find reasons in the lack of resources such as logistics and time (8,6%) or other unspoken causes (9,3%).



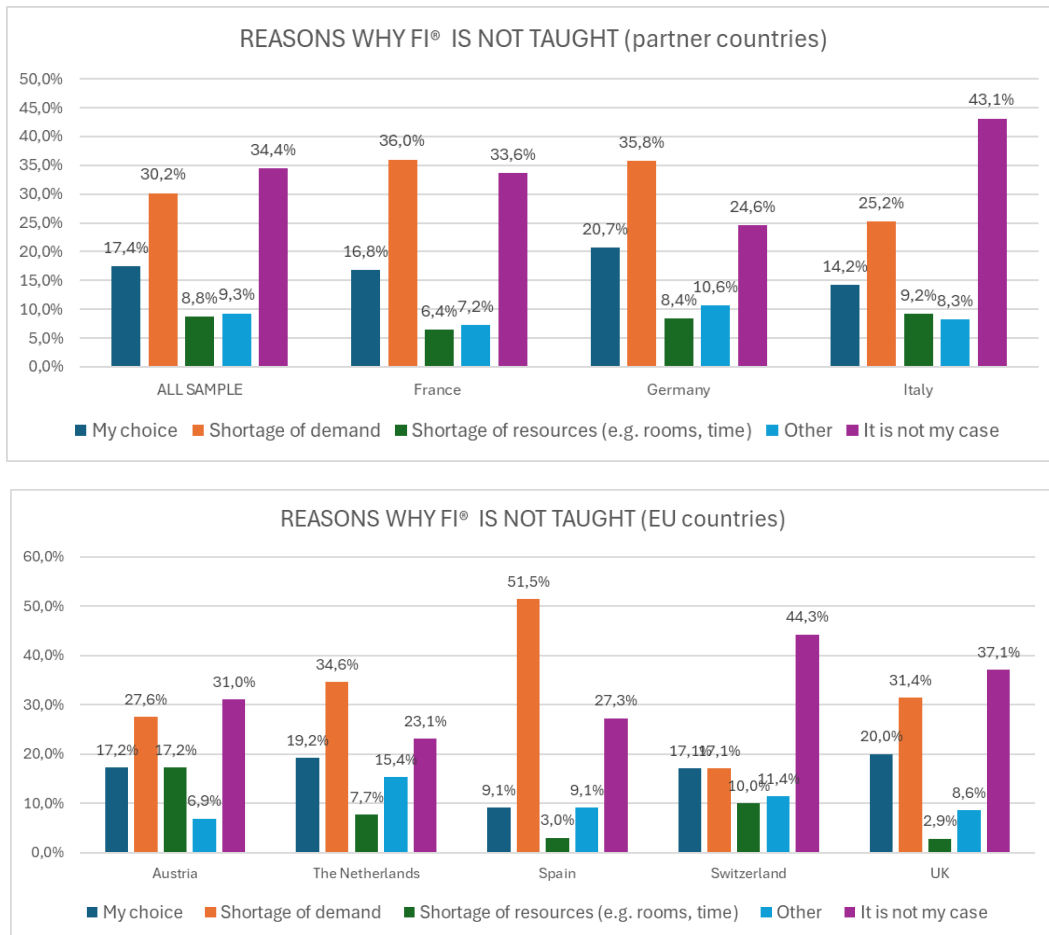


Figure 35 - Reasons why few FI® are taught

Out of the 135 respondents who answered that it depends on their choice (17,4%), the survey asked to specify better from a list of multiple options. Nearly half of them (47,4%) answer that the main reason is related to the lack of time and the presence of other priorities that should be better investigated. Less than a third (30,4%) cite other unspecified reasons. A minority of 16,3% indicate that they do not feel confident with practicing FI®.

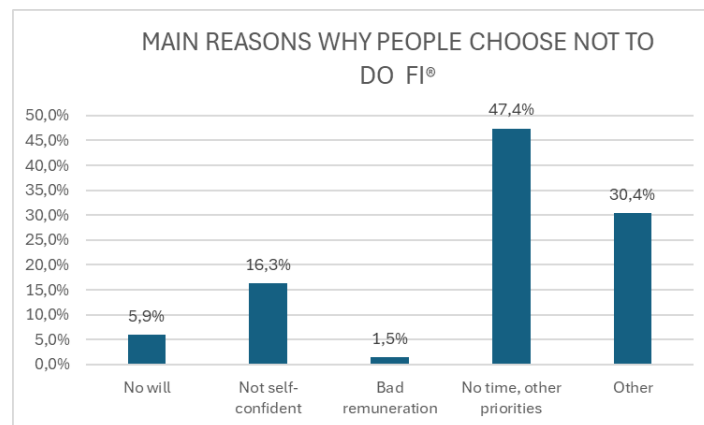


Figure 36- Main reasons why respondents choose not to teach FI®

Finally, Feldenkrais practitioners mainly hold individual lessons of Functional Integration® at home (42,8%), soon followed by own studio (25,8%); rent studio-room (25,3%), and client's home (24,6%). Among the remaining options there are medical centers (2,8%) and wellness centers (2,1%). There are also mentions in relation to online (2,3 %) something that deserves more investigation.

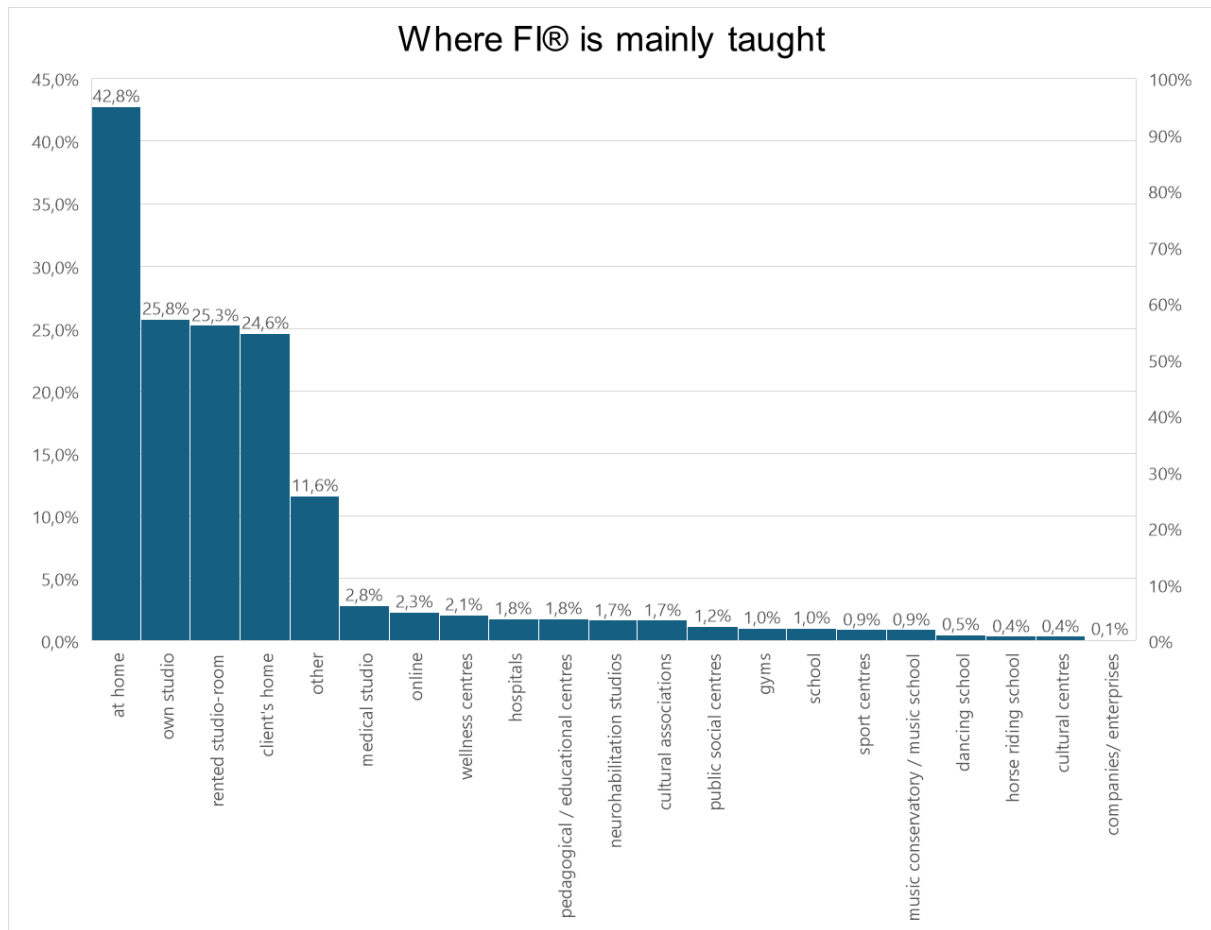


Figure 37 - Main locations for teaching FI®

### Target audience addressed

Finally, the respondents were asked to specify the target audience they work with.

In general, Feldenkrais teachers address a wide range of clients as the diagram shows in the picture below. They mostly target adults (87,2%), the elderly (46,3%), people with fibromyalgia /chronic pain (41,5%), and adults with special needs such as Parkinson’s patients (38,9%). A quarter of the entire sample also work with musicians (25,6%); and one out of five work with elderly with special needs (22,8%), educators and teachers (19,6%) and dancers (19,5%). Then, there are athletes (18,9%) and healthcare professionals (18,9%) followed by children (15,2%) and children with special needs (17,4%), adolescents (14,8%), other art performers such as actors (14,8%) and singers (14,2%), and with yoga teachers (11,5%). A minority of Feldenkrais practitioners also work with animals (2%). As for the targets with special needs, it emerges that these relate mainly to adults (38,9%) and the elderly (22,8%), and only to a lesser extent to adolescents (8,6%) and children (17,4%).

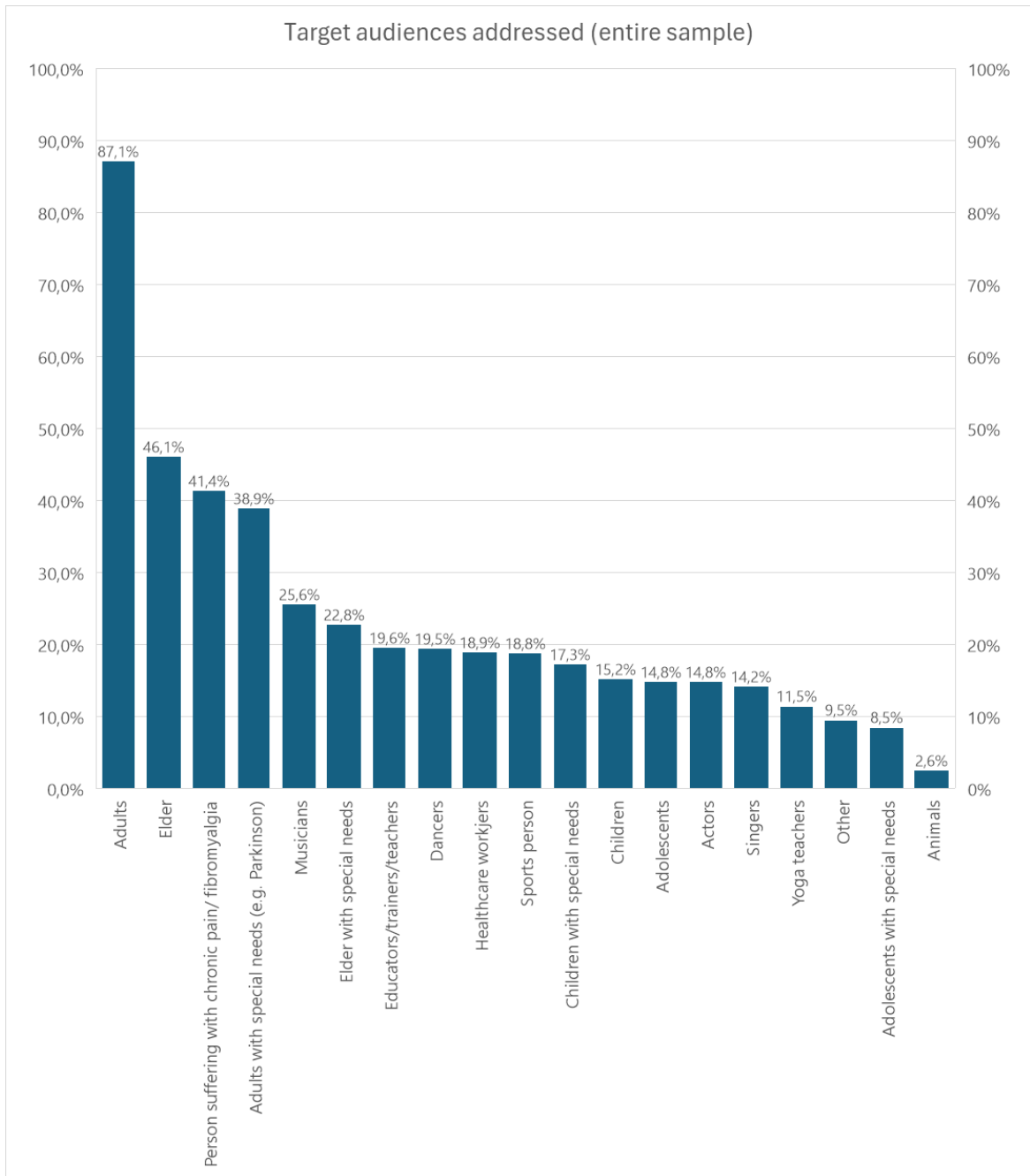


Figure 38 - Targets addressed (entire sample)

In the partner countries, the main four target audiences - adults, the elderly, patients with chronic pain, adults with special needs - are confirmed in Germany and Italy where Feldenkrais practitioners seem to be used to working with multiple audiences, on average three or four ones. In France, the respondents indicate no more than one audience and the distribution is more balanced between all the mentioned target populations with a slight preference for adults, people with chronic pain, the elderly and dancers.

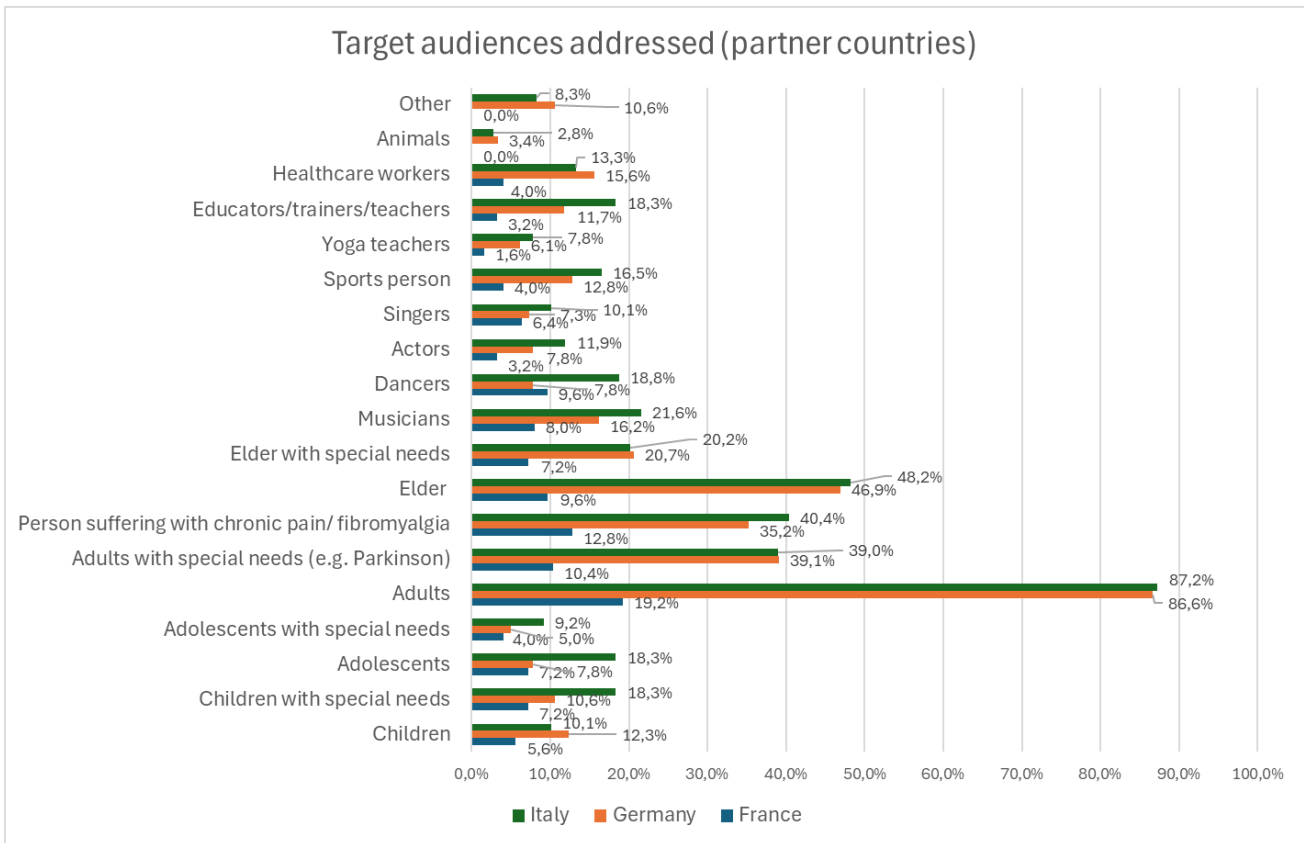


Figure 39 - Targets addressed in partner countries

The following diagram shows the distribution of targets in Austria, The Netherlands, Spain, Switzerland and United Kingdom where the survey met the minimum response threshold (> 25 respondents per country).

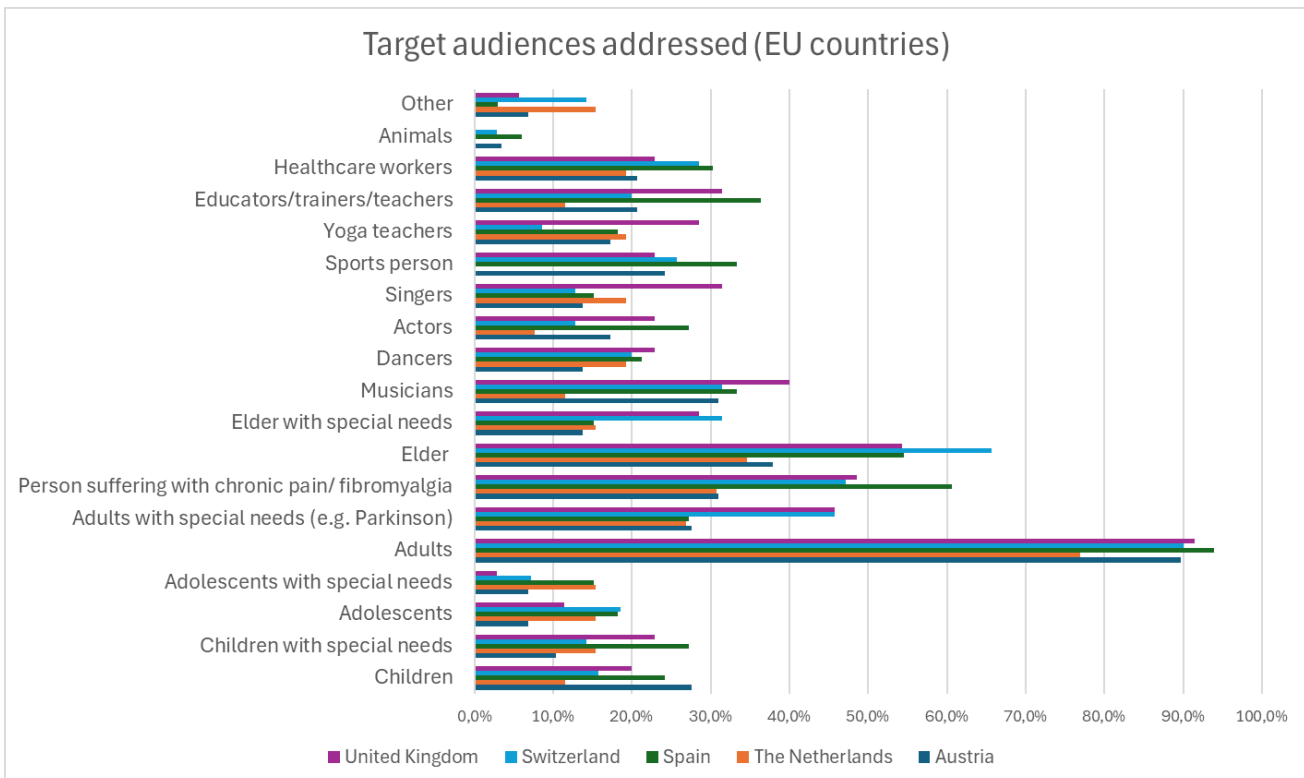


Figure 40 - Targets addressed in other European countries

## Interdisciplinarity

More than half of Feldenkrais practitioners (“never”, 32,9%; “rarely”, 23,7%) do not seem to be used to working synergistically with other professionals such as physicians, physical therapists, teachers, etc.

The country analysis shows that the same trend concerns Germany, Italy, Spain, Switzerland and United Kingdom; and only to a lesser extent France, Austria and The Netherlands, which, in fact, indicate around 40% of professionals working ‘sometimes’ in multidisciplinary teams. Those that “always” do so are very few (Switzerland, 4,3%; France, 3,2%; Germany, 2,8%; Italy, 2,3%). It would be interesting to investigate how these synergies develop and function.

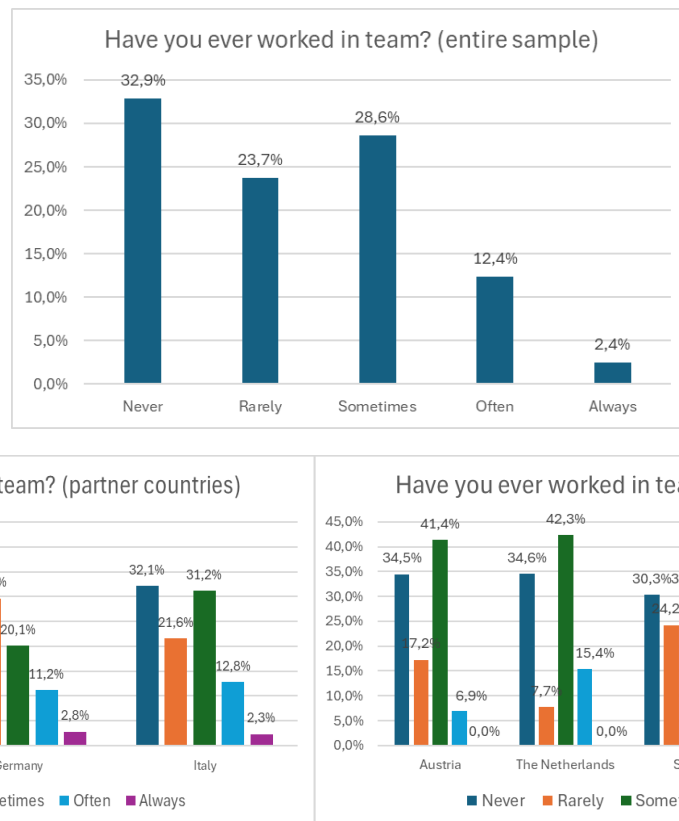


Figure 41 - Working in equipe

When asked which professional figures they tend to interact with, on average the figures most mentioned are:

- physiotherapists (27.6%)
- psychologists (21.3%)
- artistic performers/trainers (20.7%)
- osteopath (20.1%)
- physicians (20%)
- psychotherapists (18.7%)

To a lesser extent there are schoolteachers (13,1%, 102 out of 776) or alternative therapists such as shiatsu and craniosacral practitioners (14,9%, 116 out of 776).

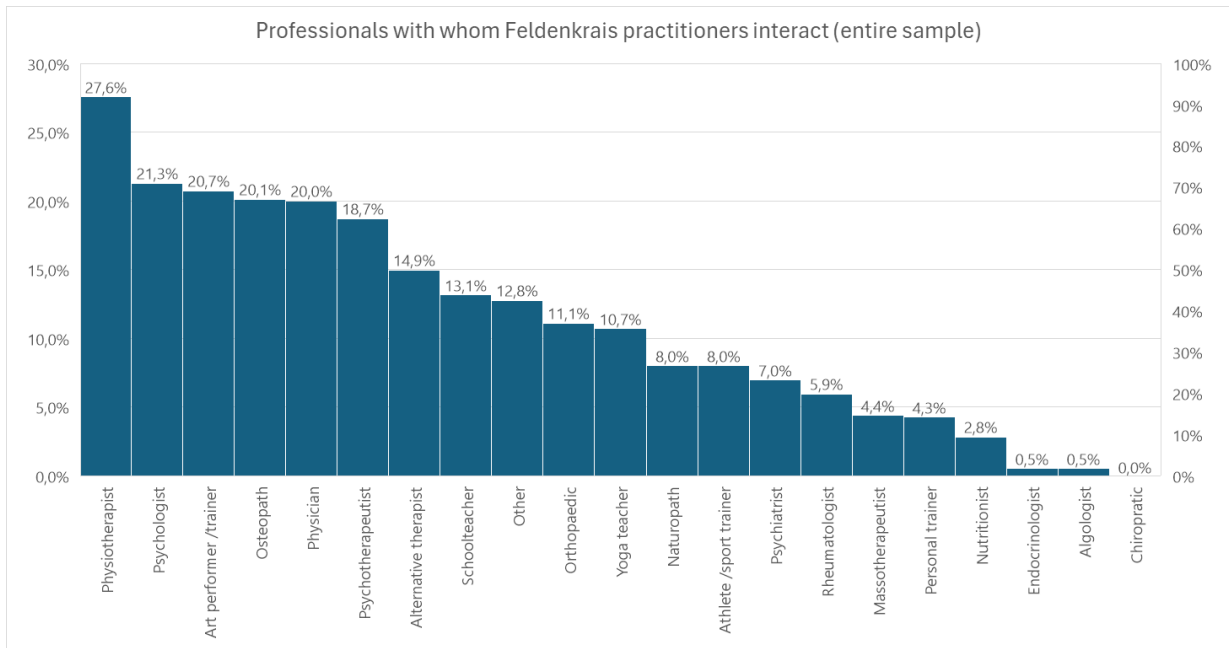
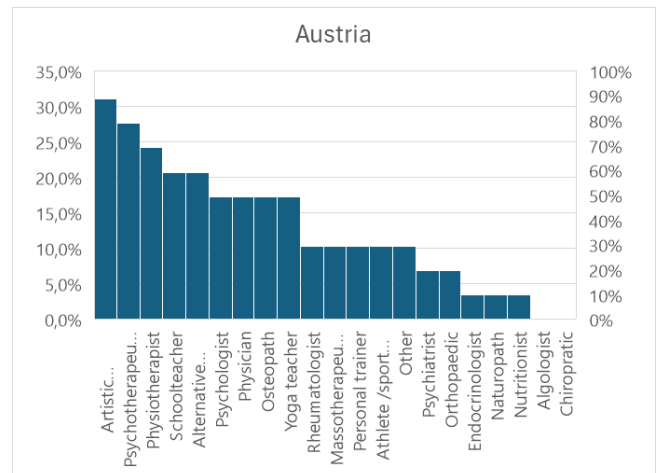
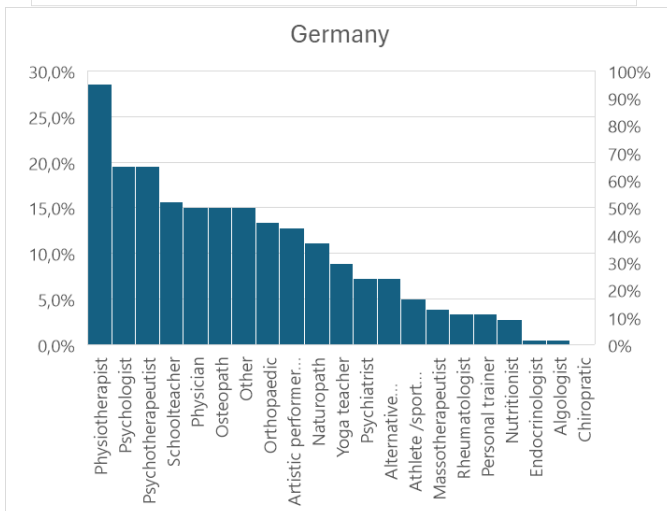
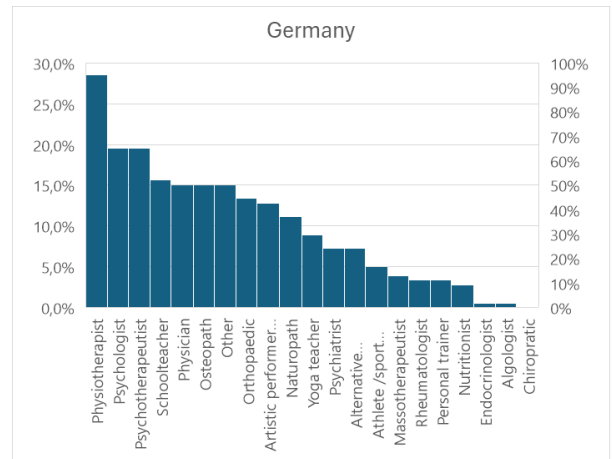
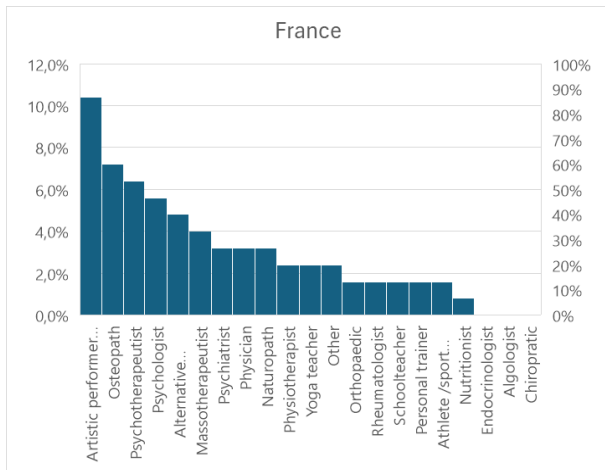


Figure 42 - Professionals with whom Feldenkrais practitioners interact

The country analysis is shown in the following diagrams that report the figures mostly mentioned in descending order.



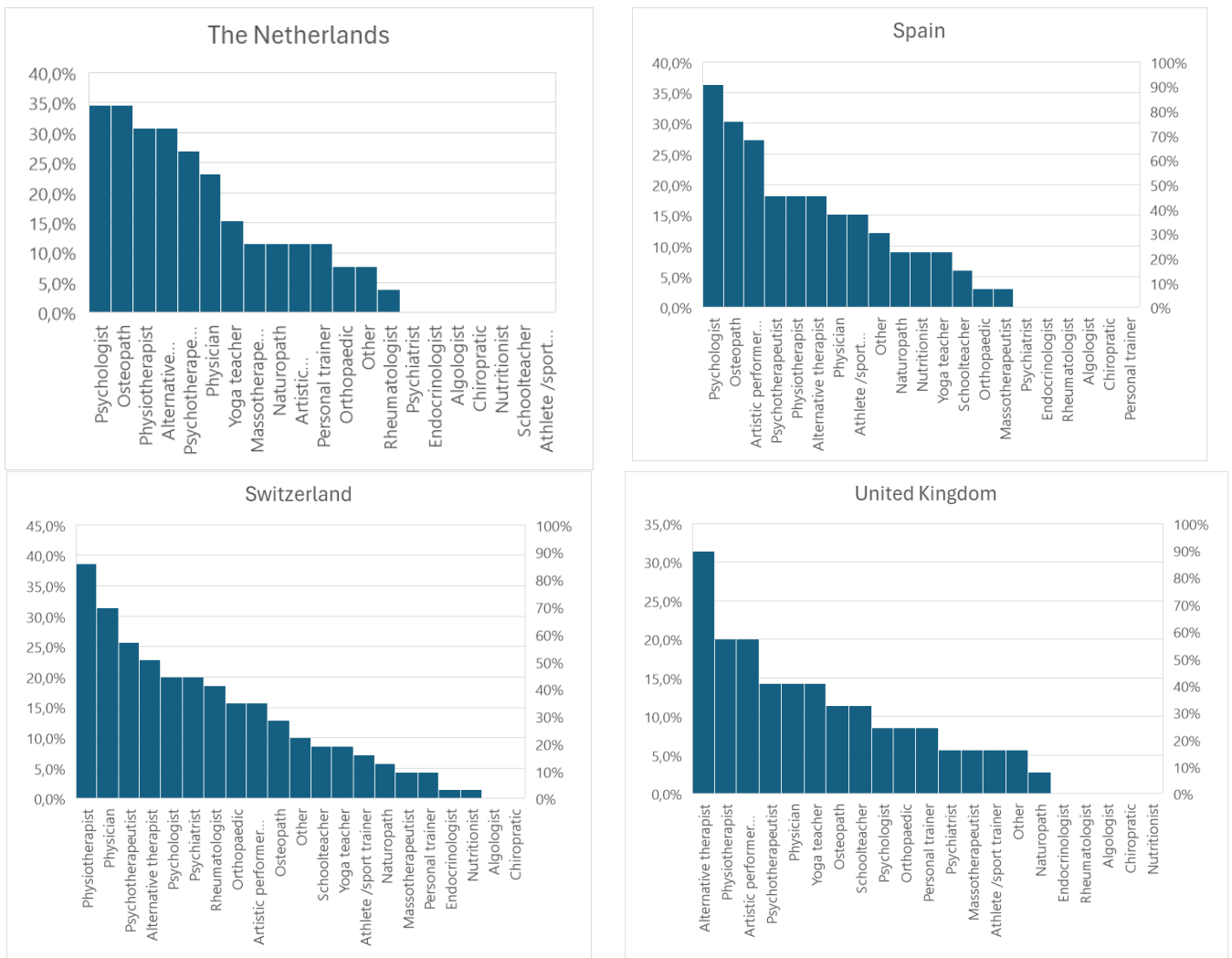


Figure 43 - Professionals with whom Feldenkrais practitioners interact (by country)

In Germany, Italy, the Netherlands, Switzerland, and the United Kingdom, the professionals with whom Feldenkrais practitioners work primarily come from the health sector, such as physiotherapists, psychologists, psychotherapists, and physicians. Alternative therapists (e.g., Shiatsu, craniosacral, etc.) are also listed at the top in the UK and among the top in the Netherlands and Switzerland.

In France – where the respondents gave only one preference – and in Austria the top professional figure comes from the performing arts, soon followed by healthcare workers.

Chiropractors, algologists, nutritionists, and endocrinologists do not seem to be professionals with whom collaborations are initiated in many of these countries. This may also be attributable to the health specialty they represent.

Professionals in education and training such as schoolteachers and sport / art trainers are generally present but not in very high positions.

Finally, in Italy, Germany, Austria, and Spain, the “Other” item totals between 10 and 15 percent, showing itself as an element that should be further investigated.

### A vision for the future

Feldenkrais practitioners were asked to predict themselves five to ten years from now and imagine how they would like to see their work.

On average, more than one third of participants (35,8%) wanted Feldenkrais to be their full-time job, confirming that for most of them Feldenkrais practice is not their primary occupation (40,5%).

Some of them (17%) see themselves as retired. In fact, the average age of the sample is about 59. Considering that 69% of the entire sample is between 51 and 70 years old, there seems to be an expectation of working until late in life.

A large proportion of them (42,4 %) say they would like to see Feldenkrais practice as a second job (19.6 percent) or a side activity (22,8 %). This could also be indicative of the fact that Feldenkrais practice can be continued even in old age.

One in five respondents (21,5%) would like to see this job as “an unconventional lifestyle that can break free from the limitations and obligations of traditional jobs (e.g. remote, mobile, smart work, digital nomad)”, consistent with the innovative approach of the Feldenkrais Method.

Not the least, a portion of respondents (22,7%) would like to make Feldenkrais practice a stable activity within a network of professionals with diverse backgrounds.

Finally, 16,8 % of respondents (130) say they would like to become a Feldenkrais Trainer or Assistant Trainer, a number that could be compared to those already existing in Europe to assess its scope, sustainability and investigate people's underlying expectations.

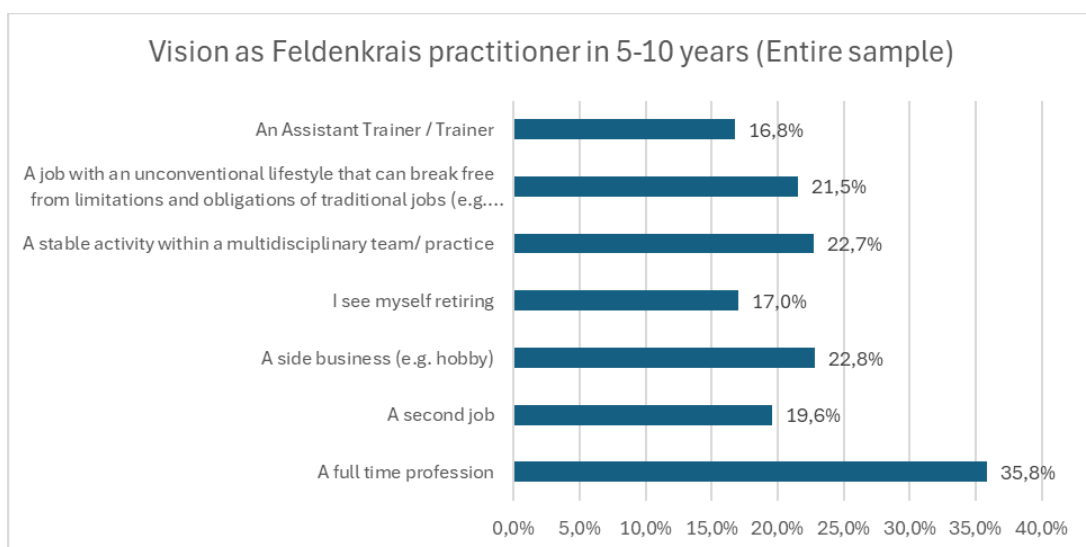


Figure 44 - how Feldenkrais practitioners see themselves in 5-10 years

In the country analysis, Germany (35.8%) and Austria (37.9%) show a high proportion of respondents that would like to see their Feldenkrais practice as a side business; while the other countries (Spain, 57.6%; Italy, 39.4%, France, 39.2%; The Netherlands, 38.5% ; United Kingdom, 37.1%; Switzerland, 32.9%) would like to imagine themselves in a full-time job.



In Switzerland (31.4%) and Germany (22.9%), an above-average percentage of respondents see themselves retiring in the future.

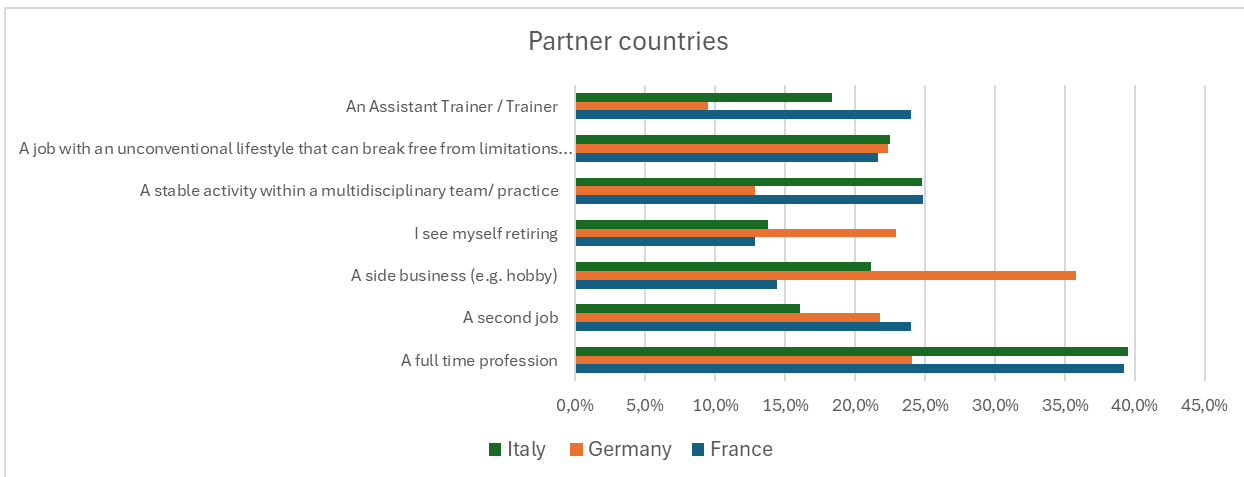


Figure 45 - How Feldenkrais practitioners see themselves in 5-10 years (partner countries)

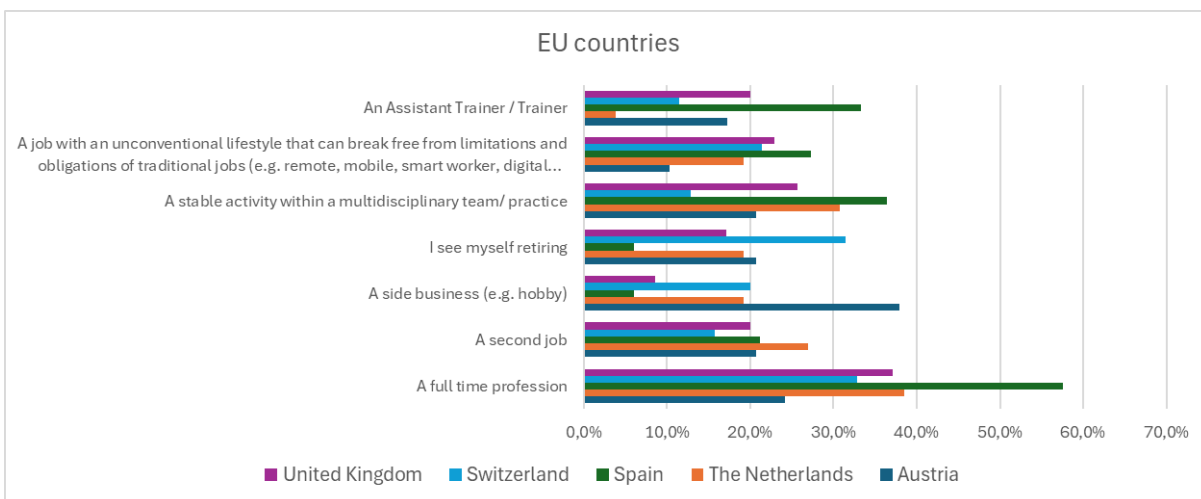


Figure 46 - How Feldenkrais practitioners see themselves in 5-10 years (EU countries)

Finally, Spain (33%), France (24%), and United Kingdom (20%) show a clear above-average percentage of respondents who would like to become Trainer and Assistant Trainer.

Finally, Spain (33 %) and France (24%) show a significantly higher than average percentage of respondents who would like to become trainers and training assistants; while the Netherlands (3.8%), Germany (9.5%), and Switzerland (11.4%) show the lowest percentages.

## PROFESSIONAL IDENTITY

The second part of this report deals with issues that relate to the sense of identity, the soft and professional skills of Feldenkrais practitioners. In Italy, the Feldenkrais practitioner does not fall under the professions structured in orders and colleges such as engineers and architects. Generally, this is a figure with a variety of backgrounds. His or her ability to function in society is closely linked to his or her ability to feel and operate as a professional equal to other more recognized figures such as teachers and health professionals, akin to his or her scope of practice.

The survey aimed to provide questions to investigate the image and sense of identity that Feldenkrais practitioners have of themselves, while at the same time offering them a way to reflect on their own skills and competencies.

The data collected were first processed on the overall sample, wanting first to detect a general trend for the Feldenkrais practitioner to reflect on. In some cases, however, point analyses were carried out to detect any differences that might be attributable to different social and cultural contexts of life.

### Assessing oneself

At the beginning and end of this section of the survey, respondents were asked to rate their level of professionalism understood as the ability to practice Feldenkrais professionally. It had no other intent but to provide an opportunity to reflect upon themselves. People often act and behave driven by the belief that it is an obvious expression of who they are and, therefore, impossible to change. This part of the survey comprised a series of questions in relation to various behaviors and attitudes adopted during working life, with the aim of making explicit the personal and social skills that may or may not be present and which may possibly be improved.

The approach follows a common practice in Feldenkrais that brings to the person's attention a specific element, movement or self-perception taken as a point of reference/benchmark, which will be compared at the end of a process of exploration to see if something has changed, and, if so, what exactly, how much and how. Similarly, the questions in the section prompt the interviewee to observe certain aspects of his or her actions at work, with the sole idea of stimulating a process of self-reflection on the image he or she has of him or herself as a professional and not just as a Feldenkrais teacher.

Comparison of the results of the question adopted as a benchmark/point of reference shows that some respondents changed their answers. What is important here is not the extent of the phenomenon, but the fact that it occurred even if only for some respondents.

In general, it is interesting to note that most of them (73.6%, 571 out of 776) feel like practicing Feldenkrais as intermediate or advanced professionals. Nearly one in five (about 18.6%, 144 out of 776) feels to have a high potential for improvement, having evaluated themselves at basic level. A minority (about 7.9%, 61 out of 776) self-evaluate as a master in his or her professional practice.

The figures obtained at the beginning and at the end show that the “basic” and “intermediate” levels increased slightly while the “advanced” and “master” levels decreased to some extent.

When evaluating how many changed the self-evaluation and how they did, Figure 48 shows that nearly one in five respondents changed ideas, having a slight majority overestimated themselves and the other underestimated the initial evaluation.

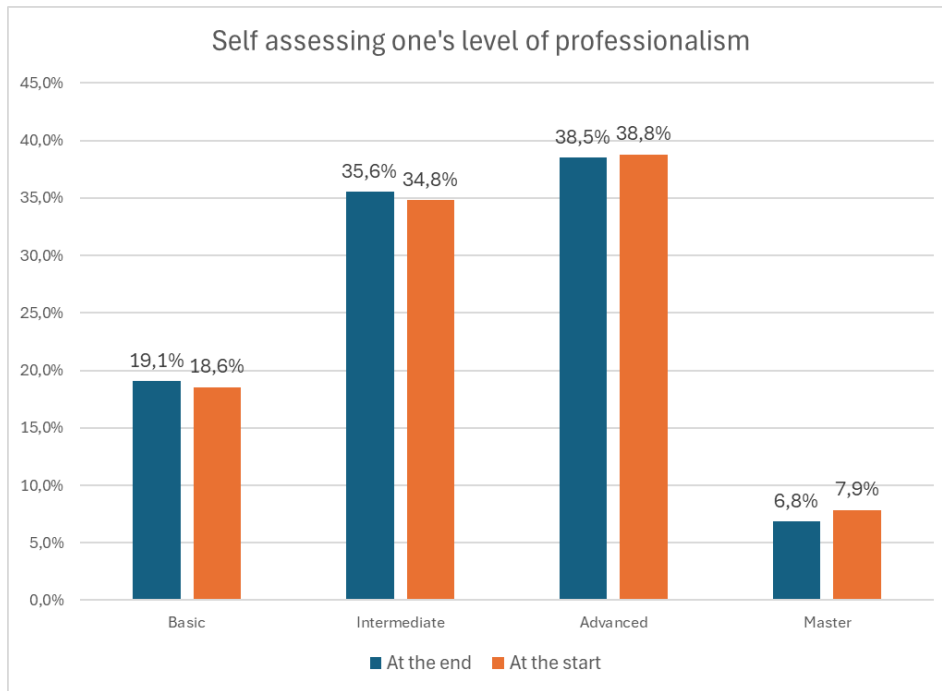


Figure 47 - Self assessment

Italy (21,6%) and France (22,4%) are the countries in which the respondents most strongly reformulated their opinion. United Kingdom (5,7%) and Switzerland (10%) are, on the contrary, the countries where the respondents changed their initial evaluation the least.

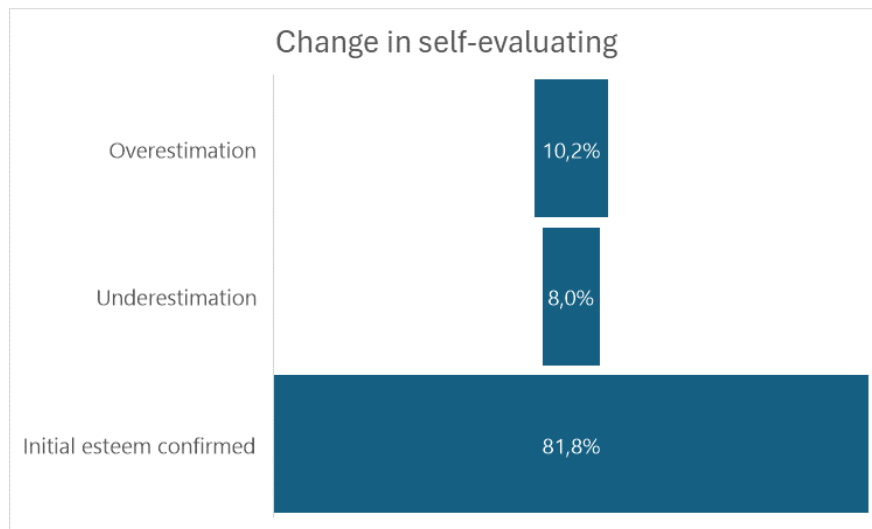


Figure 48 - Gaps between the initial and final self-estimation

As already mentioned, this result should not be taken as a judgement on individuals or national trends, but rather as a topic to reflect on or stimulate open debates on whether being a good Feldenkrais teacher automatically means being a good professional.

## The sense of entrepreneurship

To what extent are Feldenkrais teachers able to operate in an entrepreneurial way, i.e. *to act on opportunities and ideas and turn them into value for others*<sup>4</sup>?

The value created can be social, cultural, and financial. In this case, the values of whom work with Feldenkrais Method concern health and well-being, and the social and cultural values that this Method underlies.

The questions within the present section are inspired by EntreComp, a comprehensive, flexible and multi-purpose reference framework designed to help people understand what is meant by entrepreneurship as a key competence for lifelong learning and to be able to use it in their work. It is intended to support and inspire actions to improve the entrepreneurial capacity of European citizens and organisations and was launched in 2016 by European Commission as part of the New Skills Agenda for Europe [7].

### *Creating ideas and opportunities*

This first part concerns the ability to identify opportunities, develop ideas and projects to make the most of them, think ethically and sustainably and assess their impact and consequences. The questionnaire proposed three sentences to be valued according to a 5-point Likert scale:

- 1) I'm able to seize opportunities and devise work projects
- 2) I conceive innovative approaches to better respond to the specific needs of clients
- 3) When planning a new project, I consider the feasibility and impact in the medium to long term on all those involved (e.g. direct clients, professional collaborators, partner organisations)

The graph below shows the same trend for all three statements, with a majority of the sample (63%-70%) responding positively; a minority (around 5-6%) disagreeing; and, interestingly, 20% to 30% of respondents not knowing what to answer.

The data seems to say that one in three respondents could benefit from understanding better what it means and improving their ability to develop ideas and intercept opportunities in their work. Looking at the analysis by country, this particularly applies to United Kingdom and the Netherlands which achieve respectively 42,9% and 50% of respondents who disagree with the statement or put themselves in the middle position.

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<sup>4</sup> JRC SCIENCE FOR POLICY REPORT, *EntreComp: The Entrepreneurship Competence Framework*, JOINT RESEARCH CENTRE, EUR 27939 EN, © European Union, 2016

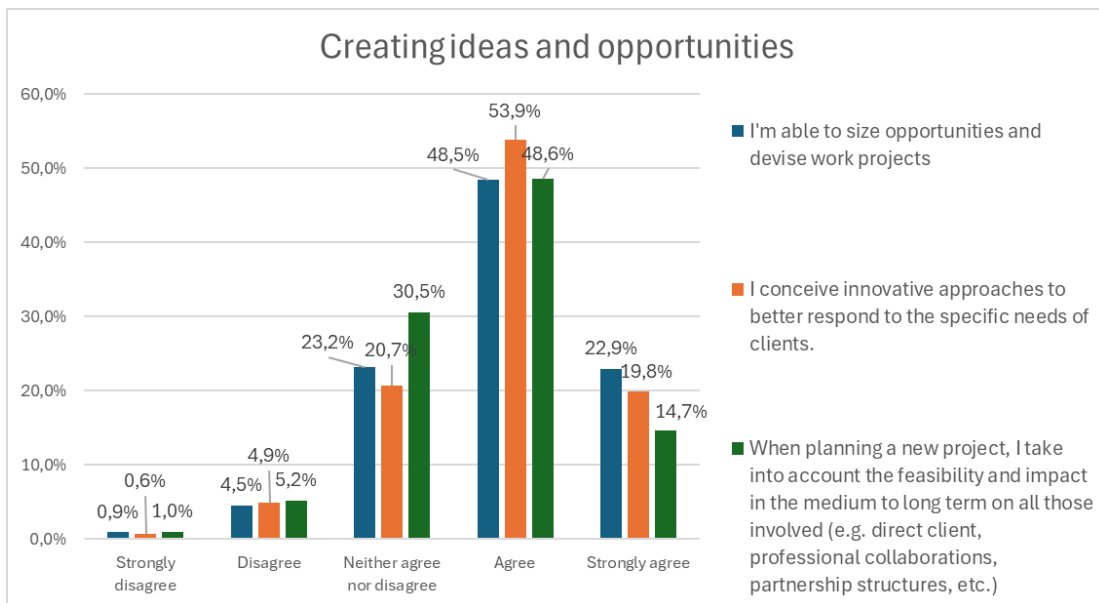


Figure 49 - Creating ideas and opportunities

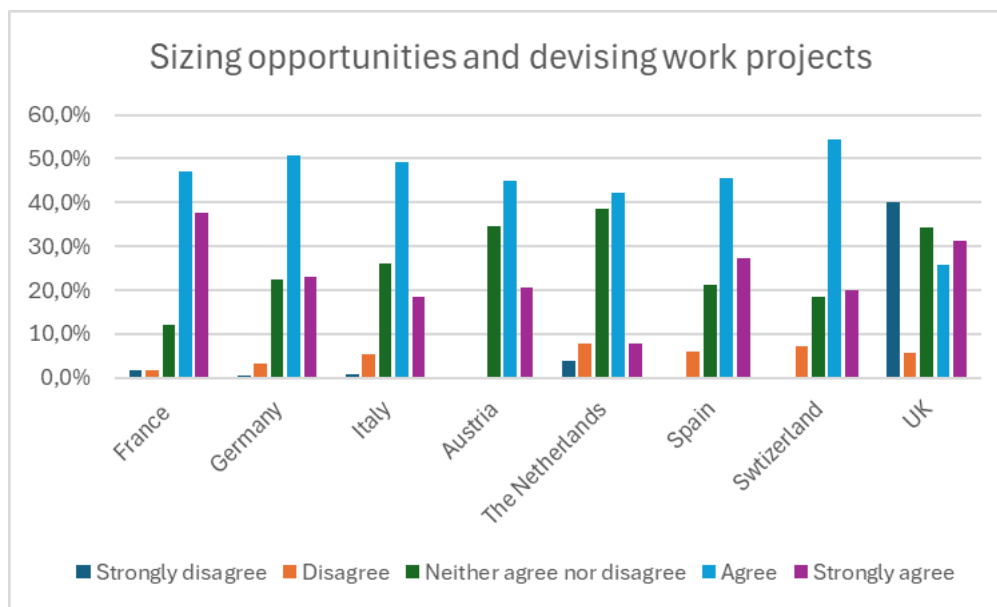


Figure 50 - Sizing opportunities

Going deeper into the data collected, it also emerges that the greatest room for improvement concerns the ability to plan considering the medium- to long-term implications in relation to oneself and others involved in the potential project (36,7%). This refers to a specific managerial skill that makes people plan with a broad scope, with strategy and anticipation of risks and problems. This applies less to countries such as France (32%) and Switzerland (30%); while it concerns more United Kingdom (45,7%) and The Netherlands (46,2%).

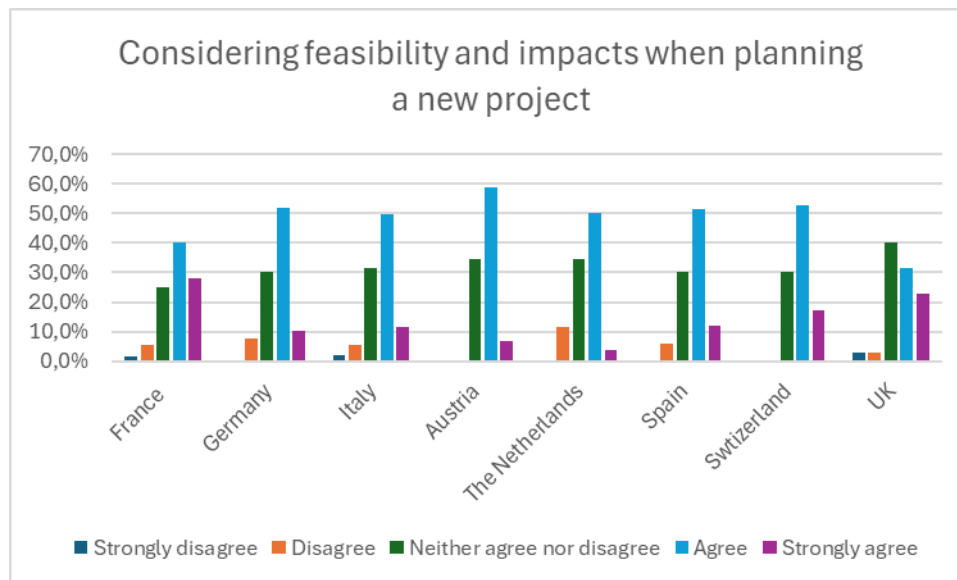


Figure 51 - Considering feasibility and impacts

### Finding resources

This set of statements intends to investigate to what extent the respondent can find behavioral, material and financial resources to translate the idea into reality. Believing in themselves, staying focused, gathering material, non-material and digital resources, mobilizing economic sources and people are important competences to carry out projects and be successful.

The survey offered five statements on these issues:

- 1) Self-awareness, Self-efficacy, and perseverance
- 2) Gathering and managing resources
- 3) Managing costs and financial aspects
- 4) Attracting other people
- 5) Managing others through difficulties and conflicts

The diagram below shows that 81% of respondents rate staying confident when coping with challenges, setbacks and failures. In contrast, nearly half of the sample says they feel insecure, if not doubtful, about their ability to assess costs and manage financial issues related to a work project. Nearly half of the respondents also say they feel weak in their leadership skills. Thus, only one in two respondents seem to feel confident in the financial issues and network or team development needed to carry out a project.

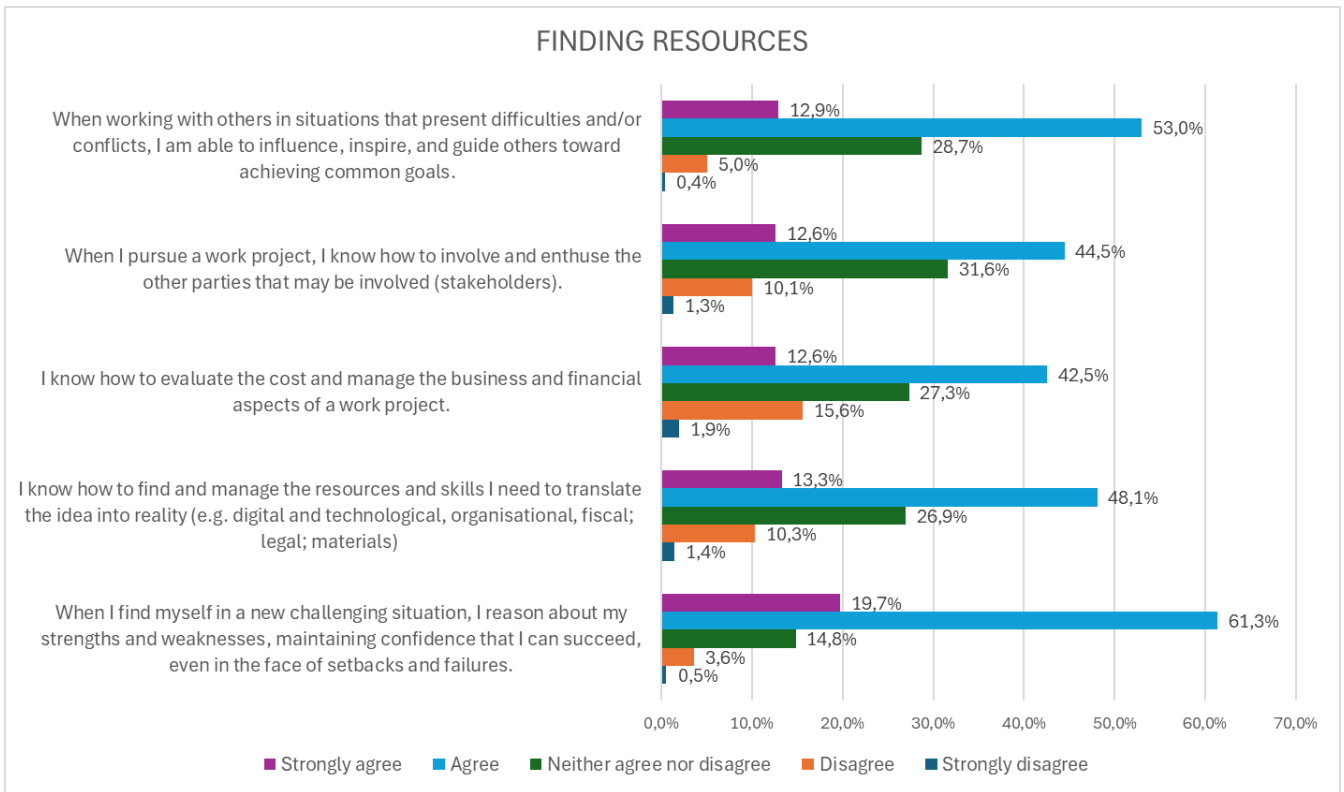


Figure 52 - Finding resources

This seems to be perceived especially in the Netherlands, Italy, and France where respectively 61,5%, 49,1% and 48% of respondents answered negatively or did not express a clear assessment (neither agree nor disagree) regarding their abilities in economic aspects.

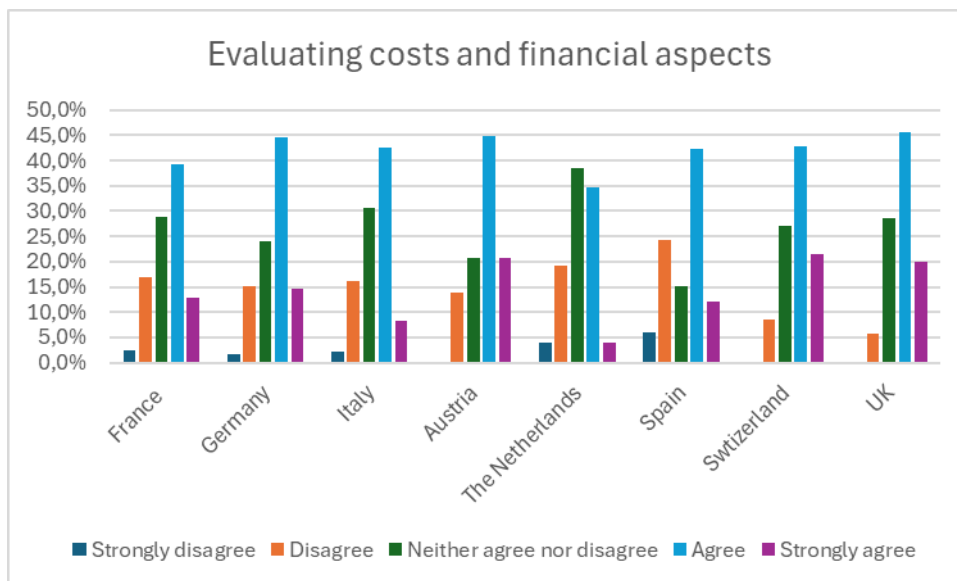


Figure 53 - Evaluating costs and financial aspects

Regarding the ability to involve other stakeholders in new work projects, French respondents seem to be the most convinced (65.6%) while Dutch Feldenkrais practitioners the least persuaded, with a comparable percentage (61.5%) of negative and doubtful answers.

Overall, these results seem to indicate two main areas in which Feldenkrais practitioners could wish to improve their entrepreneurial skills: business and economic literacy; networking.

### Taking action

The third part deals with the ability to take initiative, to implement plans, to work with others, to cope with uncertainty, and to learn from experience. Here are included transversal skills such as making decisions, managing and coordinating activities, teamwork, collaborating, handling risks, behaving flexibly, and learning by doing.

The survey included the following statements:

- 1) I am generally able to take the initiative to implement an idea/project.
- 2) When I must carry out a project, I know how to organize goals, priorities, short, medium, long -term deadlines.
- 3) When I must carry out a project, I can handle the unexpected by making decisions even under conditions of uncertainty, ambiguity and risk.
- 4) When I must carry out a project, I can identify with whom to cooperate and team up.
- 5) When I work together with others, I'm able to cooperate and achieve common goals by resolving conflicts, adversities and internal competitions.
- 6) I can learn from defeats and failures.
- 7) I can learn from interaction with others (e.g., peers, superiors, mentors)

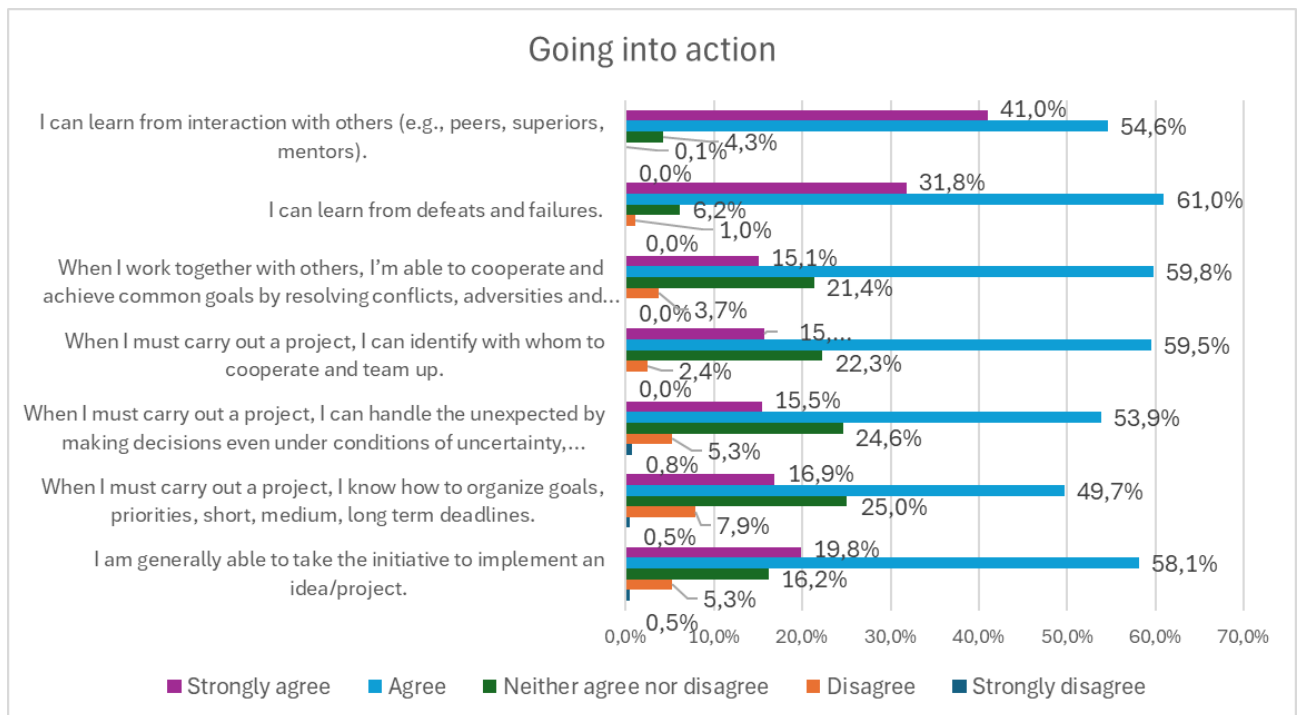


Figure 54 - Taking action

The diagram above shows a very positive assessment of the first two top statements. A clear majority (95,6%) affirms to be able to learn from interaction with others (Stat 7), behavior that is fundamental when pursuing professional synergies. It will be further investigated later.



Moreover, 92.8% of respondents agree with the fact that they can learn from defeats and failures. This seems to indicate a particular resilience and openness to the outside world, which is also inherent in the research attitude that the Feldenkrais Method promotes.

The statements with the least consensus are Stat 2) and Stat 3), which concern managerial skills and decision-making, two areas of improvement that could be considered for continuing education addressed to this professional figure.

## The sense and image of self as a Feldenkrais practitioner

### *The Feldenkrais Competency Profile*

In 2008 IFF published the result of an eight-year long work that involved hundreds of Feldenkrais practitioners all over the world and that wanted to indicate what factors, in addition to the Method itself, might be important in developing successful practitioners [3]. In the same years that Europe was laying the foundations for developing a system based on the concept of competence and lifelong learning [8], which later led to our European Qualification Framework (EQF) [9] and to the identification of the eight key competences of the European citizen of the 21st century [4], the Feldenkrais world was working to develop the competency framework of the Feldenkrais practitioner. This Competency Profile serves as a guide and a map for those interested in the process of becoming more deeply and comprehensively competent in this job. This is not a description of the Feldenkrais Method, nor a list of minimal acceptable proficiencies. Rather, this is an extremely comprehensive description of what a Feldenkrais practitioner does.

The Feldenkrais4Life project referred to the Competence Profile to investigate the Feldenkrais practitioner's self-image and the extent to which they feel them conform to the areas described. The competence areas are:

- *Feldenkrais learning applications*: teaching the Method to classes and individuals
- *Personal professional empowerment*: supporting one's personal dimension such as the professional and personal development and one's own balance
- *Business organization*: supporting all that is needed for successful business activity
- *Associative collaboration*: collaborating within the professional association at national and international level
- *Quality, Research, and Teacher Training*: pursuing quality, contributing to research, and providing training to develop and improve the presence and work of Feldenkrais teachers.

The survey asked for a breakdown of the percentage of time and effort devoted to professional Feldenkrais practice in these five areas. 705 of the 776 respondents replied in compliance with the request and the result is shown in the cake diagram below. Since the distribution of values are not symmetrical and presents outliers that can skew the results, the median was preferred to the mean value. The values were then normalized to 100, which makes it possible to compare the pie charts of the countries subsequently processed.

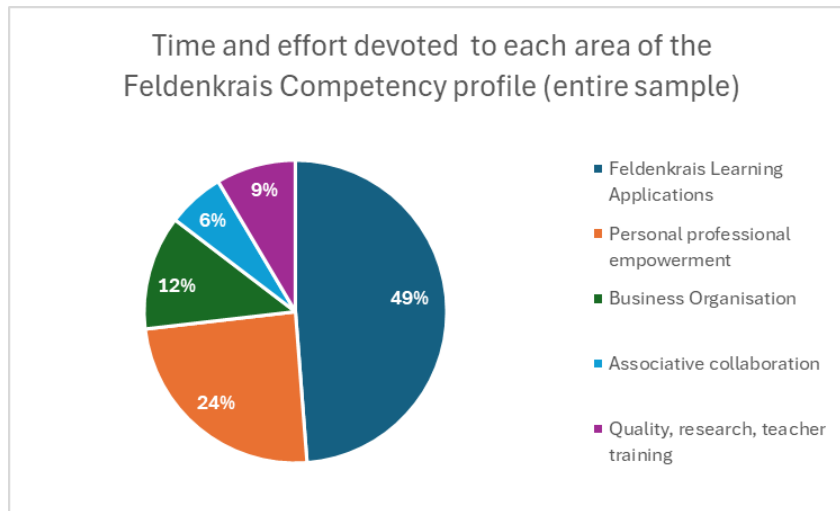
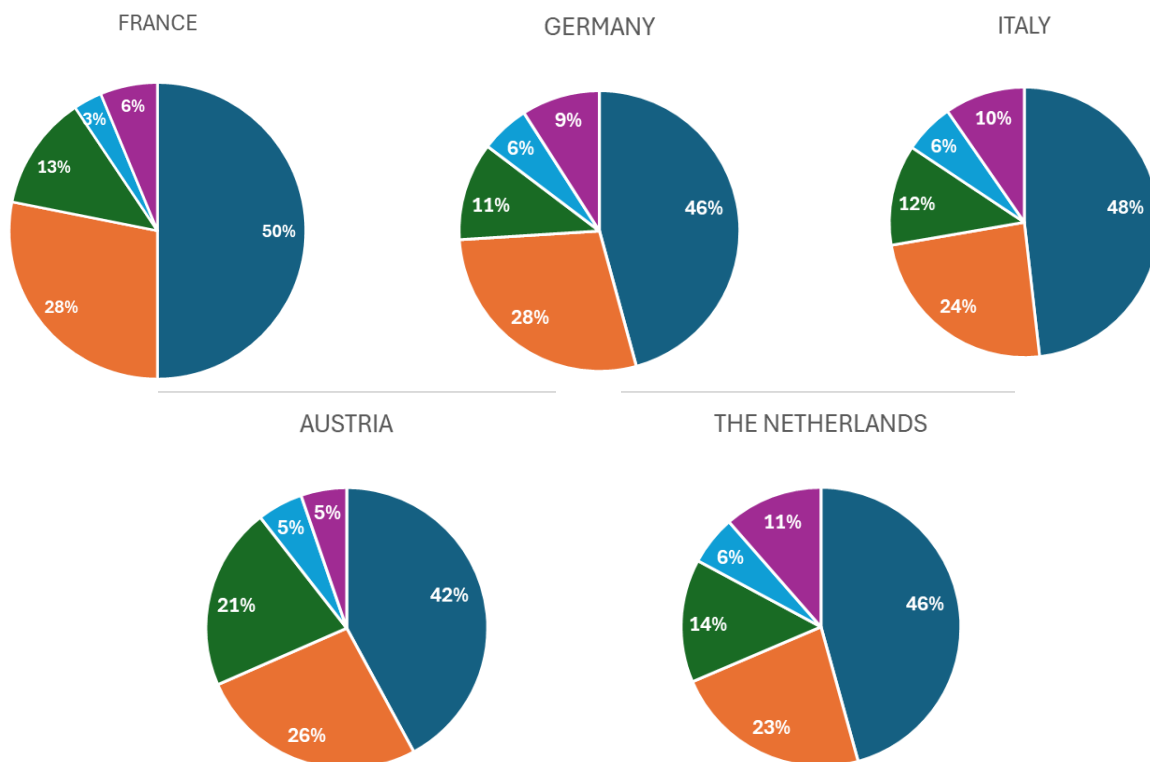


Figure 55 - Feldenkrais Competency profile: a cake diagram

Almost half of the Feldenkrais practitioner's work is dedicated to teaching classes (ATMs) and working with individual clients (FIs). A quarter of their time is devoted to continuing education, further training and self-care to maintain their body-mind balance. The remainder is divided between the other three areas: business organization, associative collaboration, Quality/research/post training. The work within the association occupies the smallest percentage.

The trend is confirmed when the analysis is repeated by country with a few further considerations.



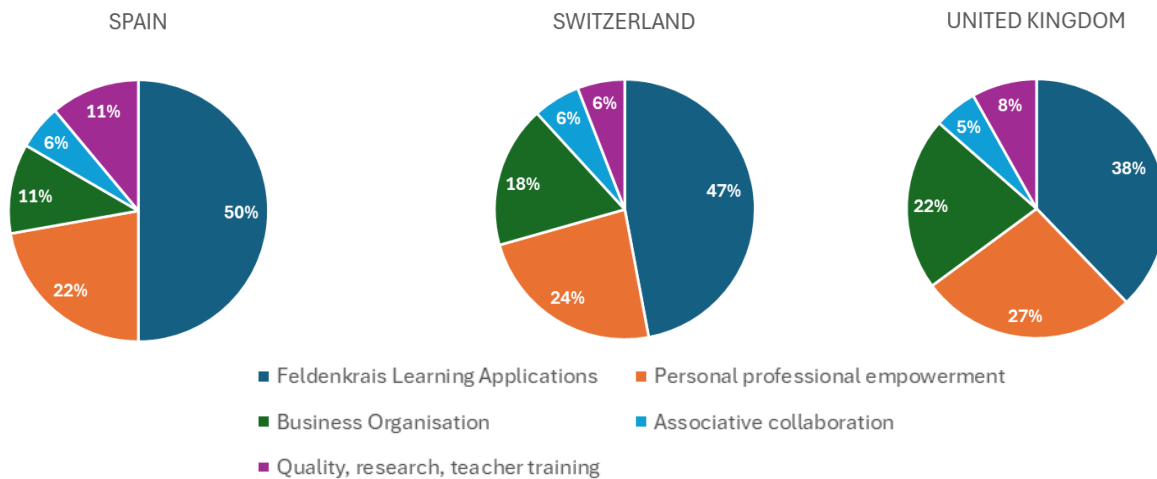


Figure 56 - Feldenkrais Competency Profile (by country)

Spain and The Netherlands, followed closely by Italy and Germany, seem to be the country where the research, quality and post training are mostly carried out (9% - 11% of the overall time).

In the United Kingdom and Austria, Feldenkrais practitioners seem to dedicate their effort more equally among teaching, personal and professional development, and business organization, where the personal dimension occupies a comparable percentage in each country while the business organization is often sacrificed. The time to coordinate and organize the business is more present in UK (22% of the overall time), Austria (21% of the overall time), and Switzerland (18% of the overall time). Running their own business is a part of professional life that Feldenkrais practitioners often find challenging or say they feel lacking.

Another observation concerns participation in the professional association, where the reported percentage is similar in all countries and is stable between 5 - 6 % of the overall time except for France, which records a minimum peak (3 %) of the time spent in associative activities. Considering that the respondents who replied 0 per cent in this area (Associative collaboration) – equivalent to saying they are not associated as specified in the survey or at least not active in association– are about 31% of the entire sample (241 out of 776 respondents), this result might be debated and further investigated to better understand the reasons why this happens, such as an individualistic attitude of this practitioner that might limit his ability to aggregate; an immaturity of associations to channel the presence and participation of Feldenkrais practitioners into a representative body; a margin of improvement in the self-consciousness as professionals either in the capacity of associations to provide supports and services which match the actual needs of the members.

Further questions attempted to delve into some aspects of each of the five areas above.

### Feldenkrais learning application

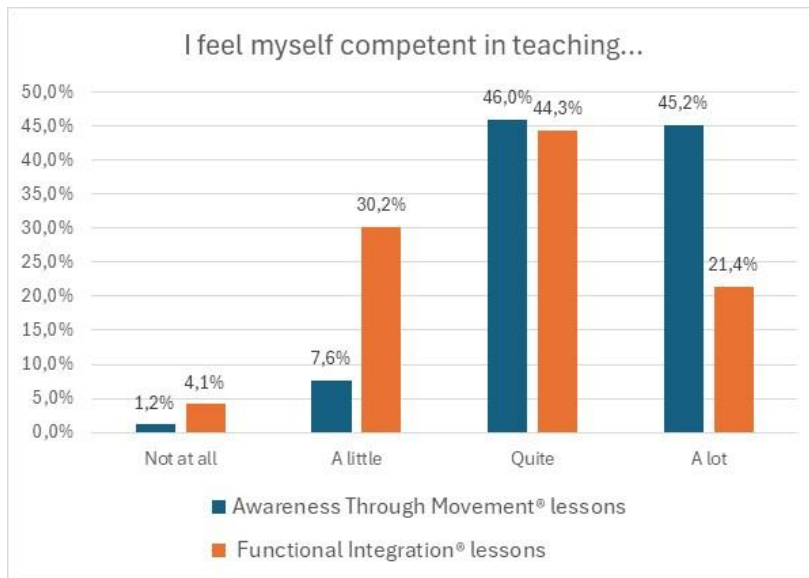


Figure 57 - Confidence with teaching Feldenkrais

The diagram above shows a higher level of confidence in teaching ATM® rather than FI®. Negative responses (not at all; a little) reach 8.8%, 68 out of 776, and 34.3%, 266 out of 776 respectively; while the most positive response (a lot) is 45.2%, 351 out of 776 for the former type of teaching and just half, 21.4%, 166 out of 776 for the latter.

### Personal professional empowerment

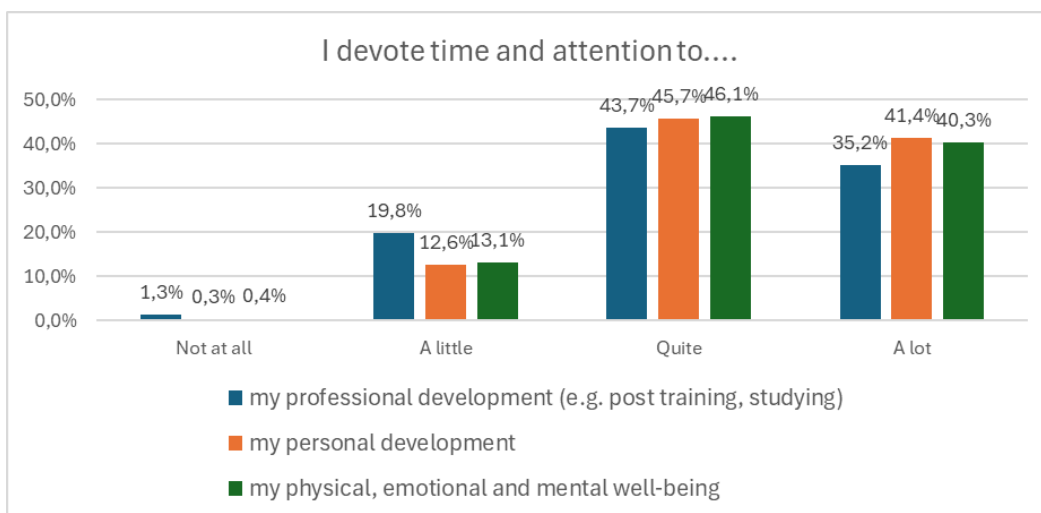


Figure 58 - Personal professional development

The answers seem to show that the need to ensure physical, emotional and mental well-being as well as personal development are slightly more valued than the attention paid to the professional dimension. The latter in fact scores 8-9 percentage points lower in positive responses than the other two elements under evaluation. It should be interesting to investigate how Feldenkrais practitioners pursue these three goals.

### Business organisation

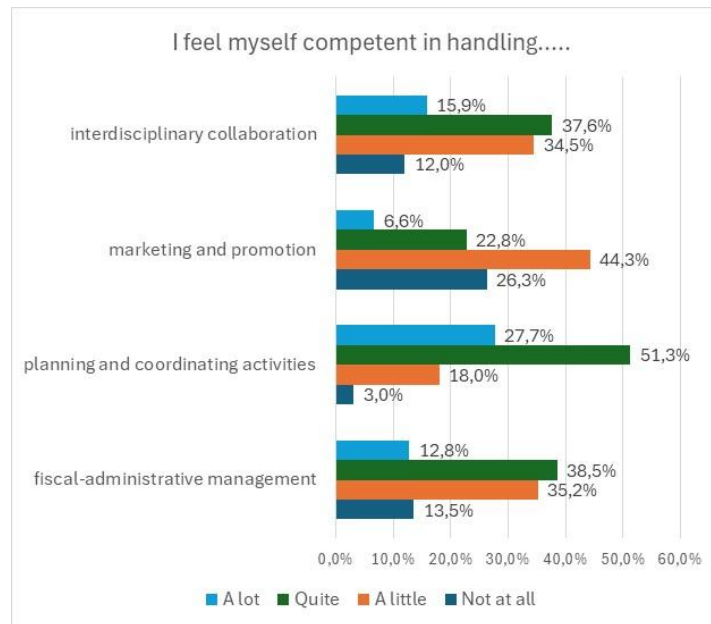


Figure 59 - Managing business

Figure 59 shows that marketing and promotional activities achieve the lowest score with 70.6% of the sample who say not to be competent at all (26.3%, 204 out of 776) or just a little (44.3%, 344 out of 776). Similarly, almost half of the overall respondents rated fiscal-administrative management (48.7%, 378 out of 776) and interdisciplinary collaboration (46.5%, 361 out of 776) as two areas in which they feel insecure.

They are mostly confident with planning and coordinating activities (27.7%, 215 out of 776, a lot; 51.3%, 398 out of 776, quite). In contrast, marketing and promotion have the lowest percentage of respondents who consider themselves very competent (6.6%, 51 out of 776), while interdisciplinary collaboration has a more symmetrical distribution.

### Associative collaboration

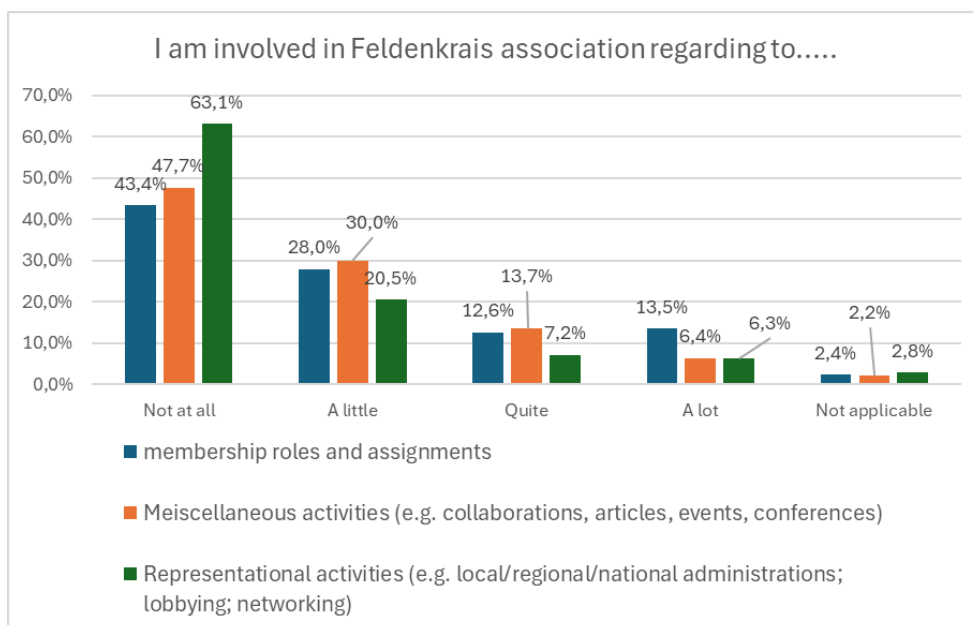


Figure 60 - Collaborating with the professional association

The question included the option 'not applicable' for respondents who are not members of any national guild. On average, 2.5%, 19 out of 776, chose this option. A majority rated themselves as not involved at all: they don't have any charge or role within the association (43.4%, 337 out of 776); they do not carry out any collaboration such as drafting articles, contributing in organizing events or conferences (47.7%, 370 out of 776); neither they are involved in activities that can be important to represent the profession at institutions or policy makers (63,.1%, 490 out of 776).

In other words, the diagram shows that only one in four respondents contribute continuously by occupying roles in the association's governance structure; only one in five contributes through voluntary activities to the associative life; only a small minority (13.5%, 105 out of 776) engages in professional representation activities which could be improved and play an important role in the professional association business.

### Quality, Research, Teacher training

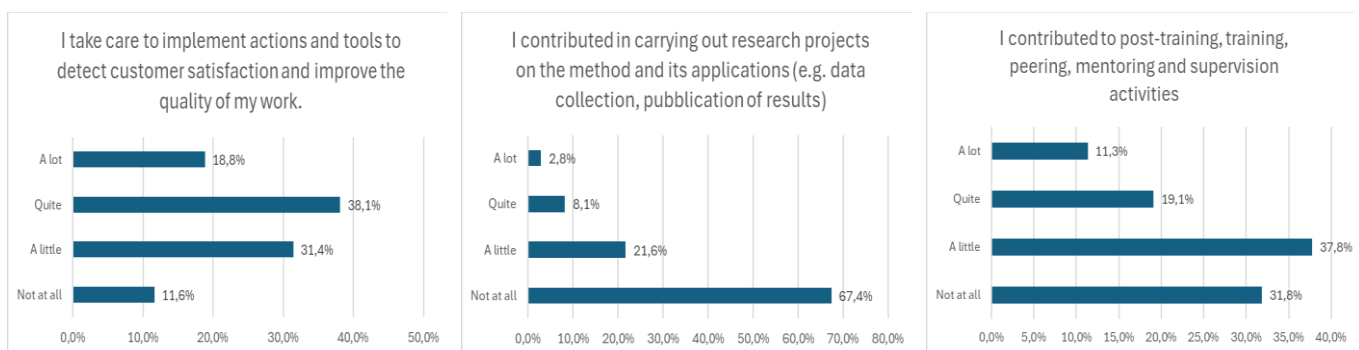
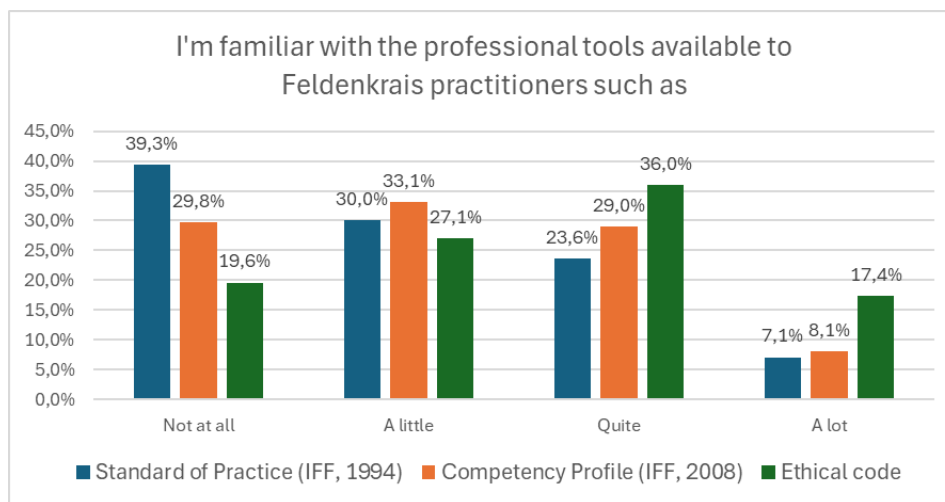


Figure 61 - Confidence with other resources useful for Feldenkrais practice

While the ethical code seems to be well-known to more than half of the respondents (53.4%, 414 out of 776), about one in three respondents (30.7%, 238 out of 776) seems to be familiar with the Standard of Practice (IFF, 1994)<sup>5</sup>. The Standard represents a synthetic declaration of what the Feldenkrais Method is and how it must be practiced, adopted in 1994 by IFF Assembly at use of all member organisations as an internal agreement. All that is stated is the subject of the professional qualifying training, a mandatory step to becoming a Feldenkrais practitioner. The fact that the question elicited such a response seems to be due more to ignorance of the existence of this official document than to an actual lack of knowledge or understanding of it. This result

<sup>5</sup> [Standards of Practice - International Feldenkrais Federation \(IFF\) \(feldenkrais-method.org\)](https://feldenkrais-method.org/)

should be evaluated within a more general framework that relates Feldenkrais practice and its professional regulatory context.

In general, one in two of Feldenkrais practitioners says to be aware of the importance of quality and to monitor and to manage the customer satisfaction through specific actions and tools.

On the contrary, a minority of 10,9%, 85 out of 776 respondents, answers to contributing somehow to researches that sustain the validity of the Method and its applications. This result would deserve further investigation, given the present scarcity of scientific research that focuses on the Method.

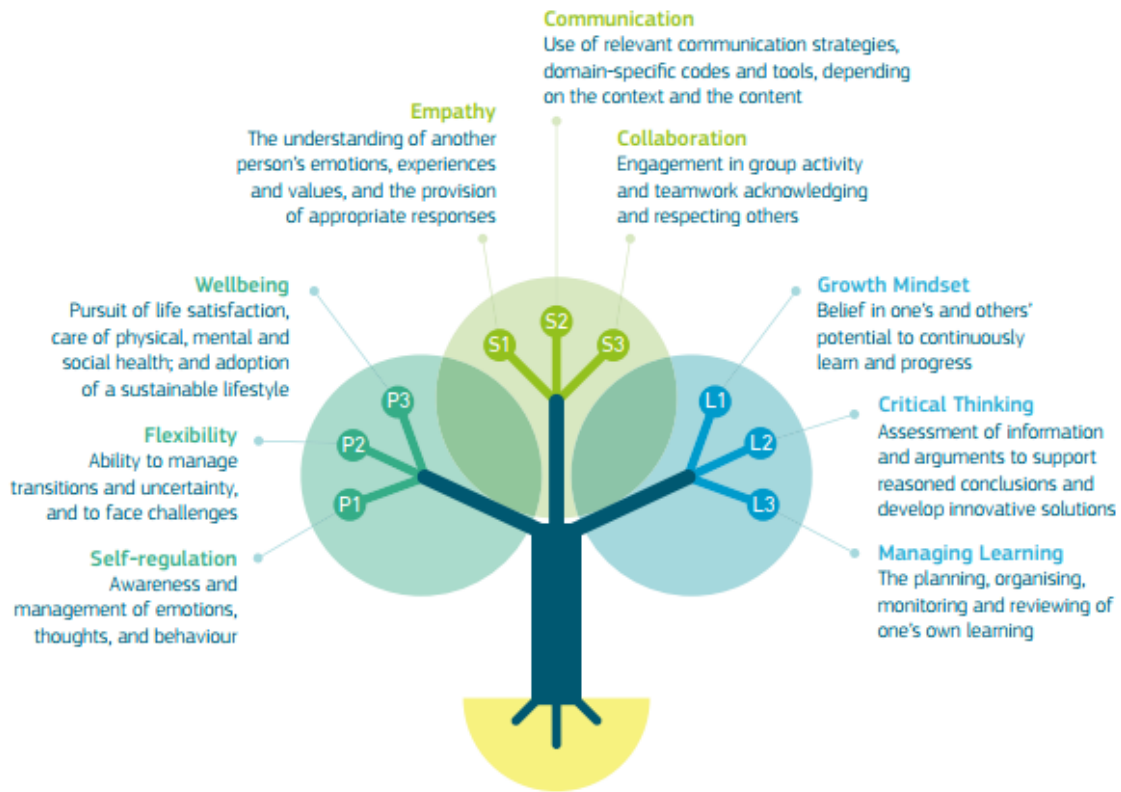
Lastly, but not least, the respondents rate a low level of engagement and contribution to post training, peering and supervision activities. The question suggested that the respondent considers him/herself to be an active participant and contributor in teaching colleagues and in peer work and mutual learning between professionals. The result seems to be in line with the scarce involvement declared in the association life. Nevertheless, professional exchange and interaction could become the object of further reflection so that they become practices to be enhanced due to their multiple implications in continuous professional learning and professional networking.

### *LifeComp and the soft skills*

The survey made use of the LifeComp conceptual framework [5] to explore the soft skills of the Feldenkrais practitioner. The aim of this framework is to establish a shared understanding and a common language on the “Personal, Social and Learning to Learn” competences, which were set in 2018 by the Council Recommendation as one of the eight European key competences for the 21st century citizen, a set of competences applying to all spheres of life that can be acquired through formal informal and non-formal education. LifeComp competences have been established following a thorough literature research and several consultations with experts and stakeholders. The framework reports nine competences with three descriptors each. The framework is conceptual and non-prescriptive, and it is contemplated as the embryo of a continuous discussion with teachers and educational policymakers. It can be used as a basis for the development of curricula and learning activities fostering personal, and social development, and learning to learn. The image below shows the overview with the nine competencies included in the three areas (personal, social, and learning to learn) that were also analyzed in this survey:

- Personal: Self-regulation; Flexibility; Wellbeing
- Social: Empathy; Communication; Collaboration
- Learning to learn: Growth mindset; Critical thinking; Managing Learning

Furthermore, in the present analysis, it was preferred to make explicit the concept of self-efficacy that the framework include within the “self-regulation”, as both concepts are considered fundamental in the Feldenkrais Method and in the impact the Method can have on learners. Therefore, the proposed questionnaire and subsequent elaborations comprise ten aspects in total instead of the original nine from the frame LifeComp.



[Source: LifeComp report- JRC120911 EUR 30246 EN - © European Union 2020]

Figure 62 - LifeComp at a glance

The respondents were asked to evaluate themselves on these ten life competencies briefly described in the survey through a statement such as “I’m aware of / I pursue/ I’m able to.” [see Annex 15]. They could rate the maturity achieved in each of the competencies under examination through a three-level rating scale using the metaphor of a tree in which there are three different stages of natural development: bud, flower, fruit.

A first elaboration on the entire sample shows that the competencies in which the Feldenkrais practitioners feel themselves mature and aware of are empathy and growth-mindset. About 70% of overall respondents (rated them as “fruit” level. It can be easily related to the fact that the Feldenkrais practitioner’s work is strongly customized for each learner, and it is heavily based on their ability to feel, perceive, and recognize the learner’s process on a mental, emotional, sensory and movement level.

Communication and Collaboration are two further competencies that are evaluated mature enough but with a clear margin of potential improvement (about 48% on “flower” and 12-16% on “bud”). The ability to engage conversations with confidence, assertiveness, clarity and reciprocity is important with both the clients and the other professionals with whom the Feldenkrais practitioner can come across. The ability to work in a team overcoming the differences and the difficulties, and addressing a common goal is basic for establishing fruitful professional collaborations and continuous peer learning practices.

These competencies mainly related to sociability and mindset, the remaining six collect the majority of responses equally divided between respondents who feel they are very present (“fruit” level) and present (“flower” level), and just a minority (around 7% of total respondents) who feel they are only at a “bud” level.



They are the personal competencies as self-regulation, self-efficacy, flexibility, wellbeing, in addition to Critical Thinking and Managing Learning.

Self-efficacy, - understood as the belief in one’s own skills and ability to succeed in a particular task or situation-, garners slightly more responses assessing this ability as “budding” than self-regulation does, i.e. the ability to manage one’s emotions, thoughts and behaviors to cope with stress and challenges situations.

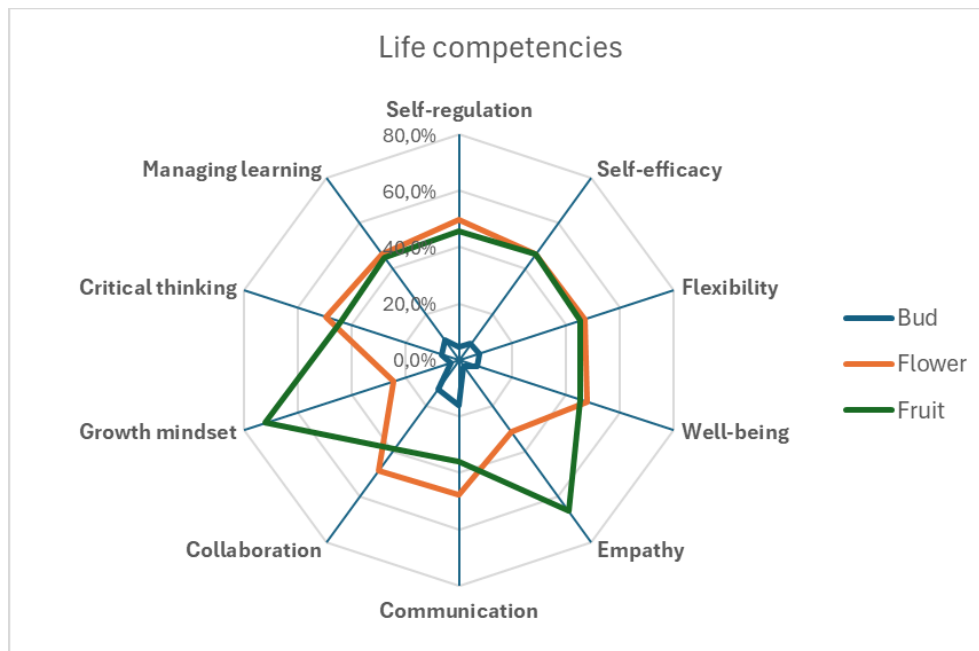
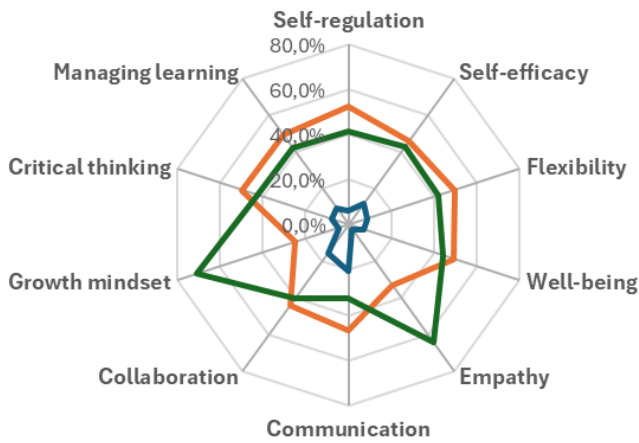


Figure 63 - Life Competencies of Feldenkrais practitioners

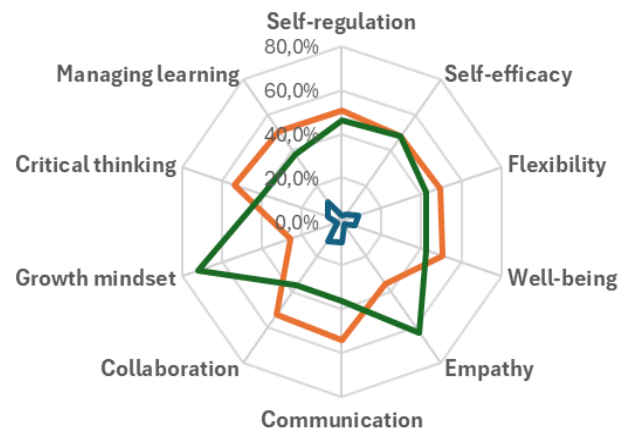
Going deeper into the country analysis, similar results are confirmed in all the evaluated countries. France, Germany and Italy seem to be very close to the average of the sample and their radar diagram also shows tracks with similar shape. Austria displays a higher percentage of people who are very confident in their life skills; Spanish respondents, on the contrary, show a contraction of intermediate values (i.e. “flower”) and a greater concentration on self-regulation and self-efficacy skills than the average. The Netherlands keeps similar trends, but the responses are more equally distributed among the three levels of maturity, differently from the Swiss Feldenkrais practitioners that feel themselves quite skilled on average. Finally, the United Kingdom seems to record higher values for self-efficacy, flexibility, and managing learning than the average of the entire sample.

The diagrams below show the elaboration for each of the eight countries evaluated.

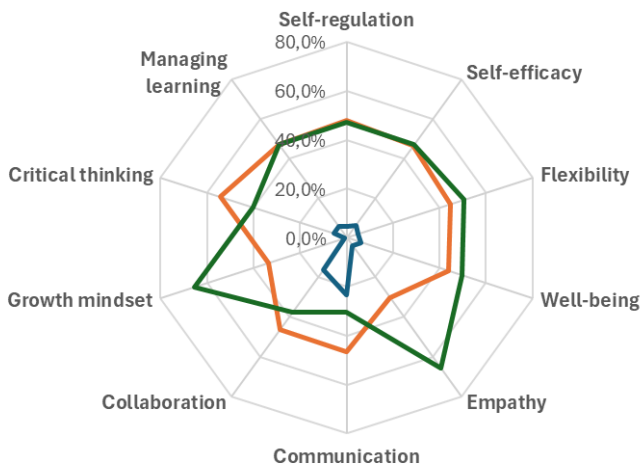
Life Competencies (ITALY)



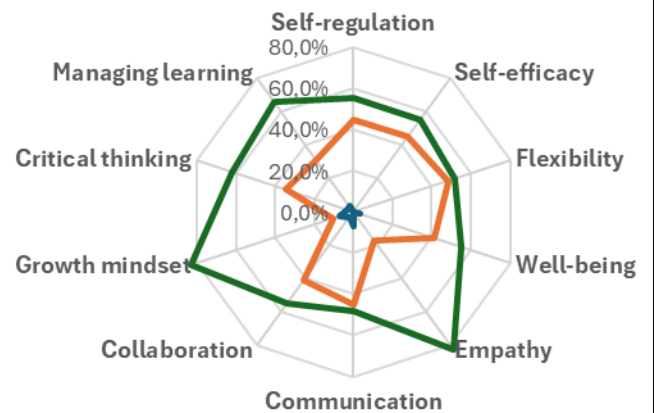
Life Competencies (GERMANY)



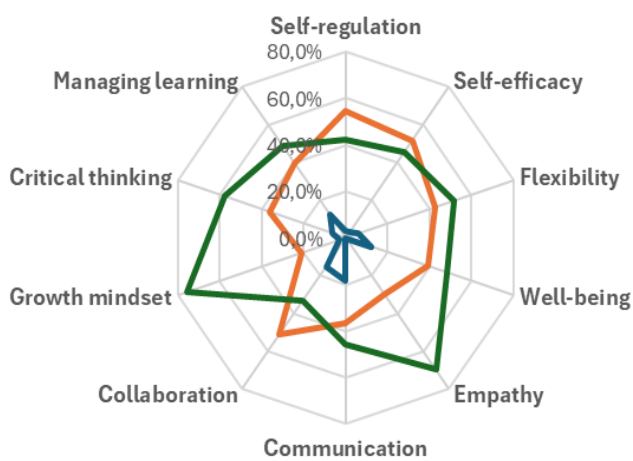
Life competencies (FRANCE)



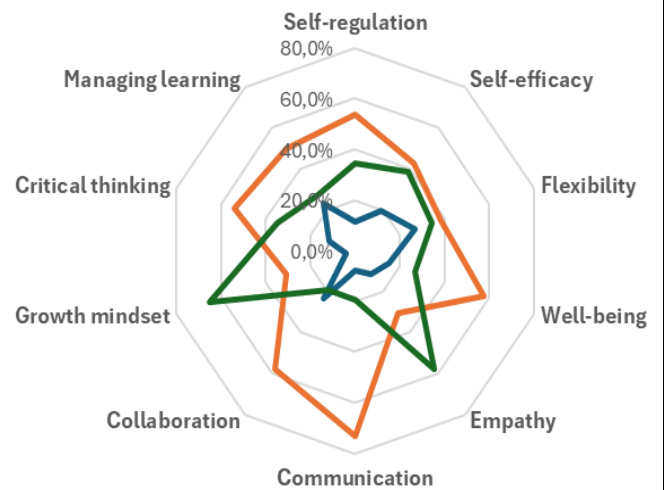
Life competencies (AUSTRIA)



Life Competencies (SPAIN)



Life Competencies (THE NETHERLANDS)



— Bud — Flower — Fruit

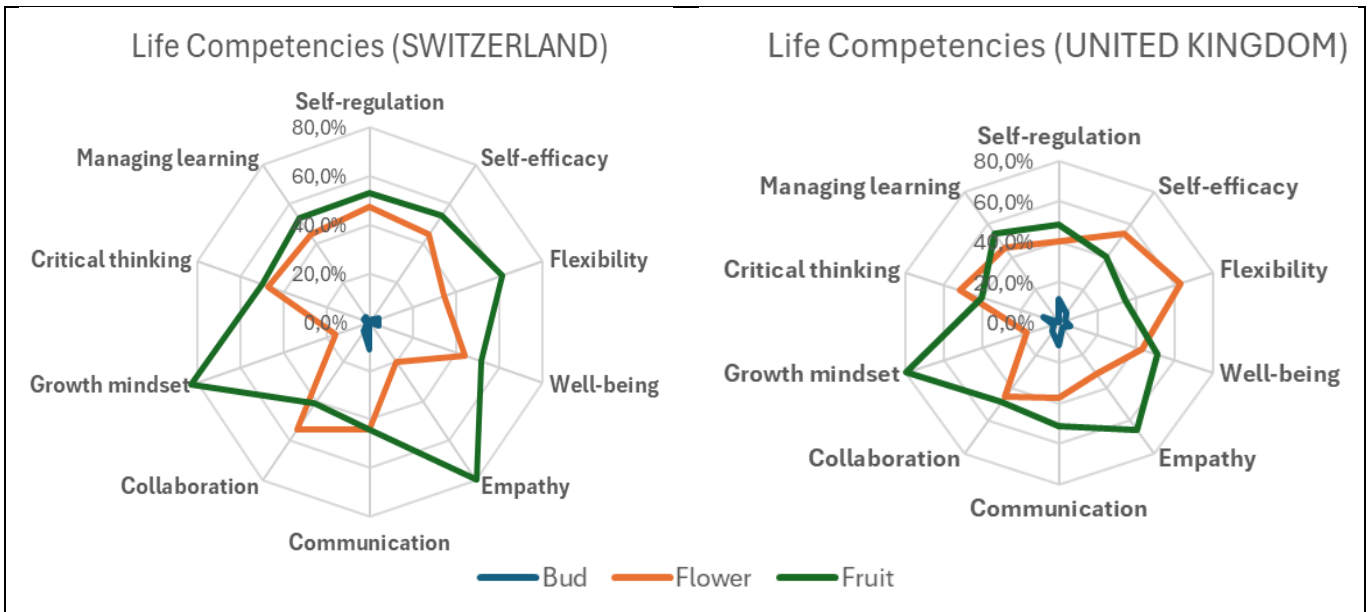


Figure 64 - Life Competencies of Feldenkrais practitioners (by country)

*Insights into teaching practice and the relationship with learners*

The survey aimed at collecting some more information on the level of confidence that Feldenkrais practitioners have in relation to their practice, the clients and their continuing learning.

Regarding the ability to communicate the Method, the survey proposed questions that differentiate between two main targets: clients and other professionals.

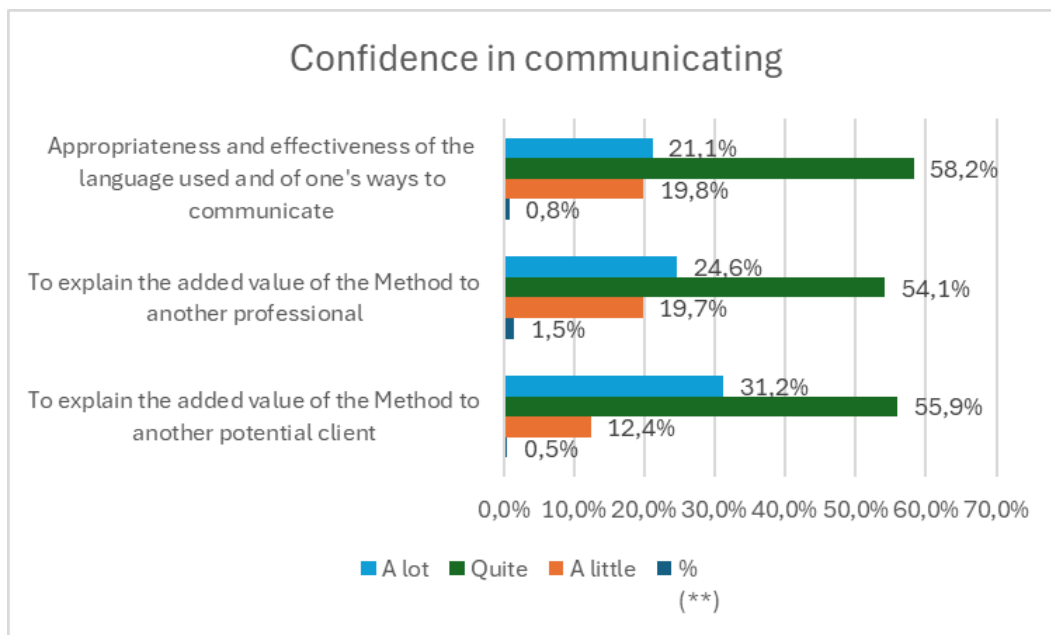


Figure 65 - Confidence in communicating

The confidence in explaining the added value of the Method seems to be higher when the Feldenkrais practitioner addresses to potential clients; while when he or she targets other professional figures such as colleagues as well as physicians, performer trainers, teachers and educators with whom to potentially

collaborate, the positive responses decrease (78,7% instead of 87,1%) and the insecure responses almost double (21,2% instead of 12,9%).

One reason could be found in how appropriate and effective Feldenkrais practitioners feel they are in the language and ways they communicate. The histogram above shows that one in five respondents reported 'little' (19.8%) or even 'not at all' (0.8%) confidence.

When investigating the level of confidence in the content related to the Feldenkrais Method, they respond more positively when dealing with the theoretical principles that guide the Feldenkrais practice (87,3%) than when coping with the scientific knowledge underpinning the Feldenkrais Method (73,7%). A possible consequence is that one in four practitioners might benefit from improving the understanding on topics such as physiology, neurology, and neuroscience to sustain better the communication of the Method when interacting with other professionals.

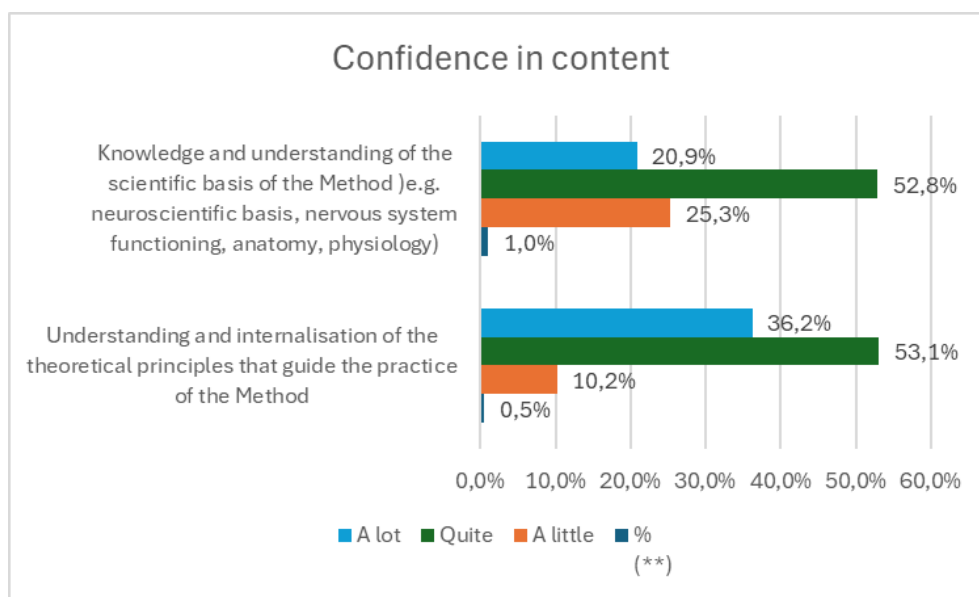


Figure 66 - Confidence in the content to be communicated

To better understand how Feldenkrais practitioners pursue their professional development, a further question was proposed to investigate their preferred modalities of continuous learning after they have completed the professional qualifying training that allows them to teach the Method to clients. Post-training is a compulsory activity that accompanies them throughout their professional career as requested by national guilds to guarantee quality in teaching.

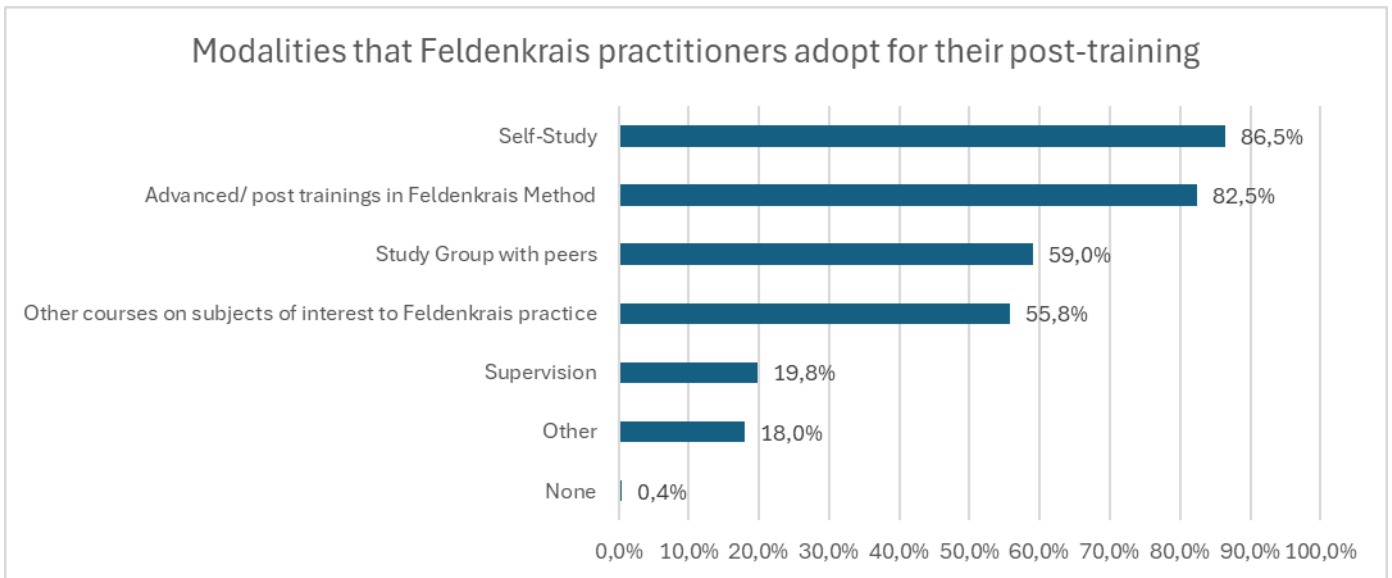


Figure 67 -How Feldenkrais practitioners train and learn

In addition to individual study, which is a constant activity of the Feldenkrais practitioner, the participation in courses given by international trainers, assistant trainers and experienced practitioners on specific topics of the Functional Integration<sup>®</sup> and Awareness Through Movement<sup>®</sup> is the main way (82,5%) to keep up-to-date and deepen understanding of the Method and its implications in teaching clients. This kind of courses are often organized directly by trainers, either by Feldenkrais vocational schools or national associations.

Peering is also used by more than half of the sample (59%). It often plans study groups where the practitioners explore and debate together on the huge heritage of lessons and teaching materials left by the founder Moshe Feldenkrais. Alternatively, they may involve mutual practice based on teacher-client role exchange and shared critical examination.

Half of the sample (55,8%) also reports participation in events, training and courses which concern topics related to the Feldenkrais practice such as scientific insights, complementary approaches, business management, and so on.

Only one in five practitioners claim to make use of supervision. This often means a learning mode based on an ongoing relationship with an experienced colleague who takes on the role of mentor/coach and becomes a methodological reference for improving one’s teaching practice.

Finally, a remaining 18% reports “other” ways they seek further development of their practice.

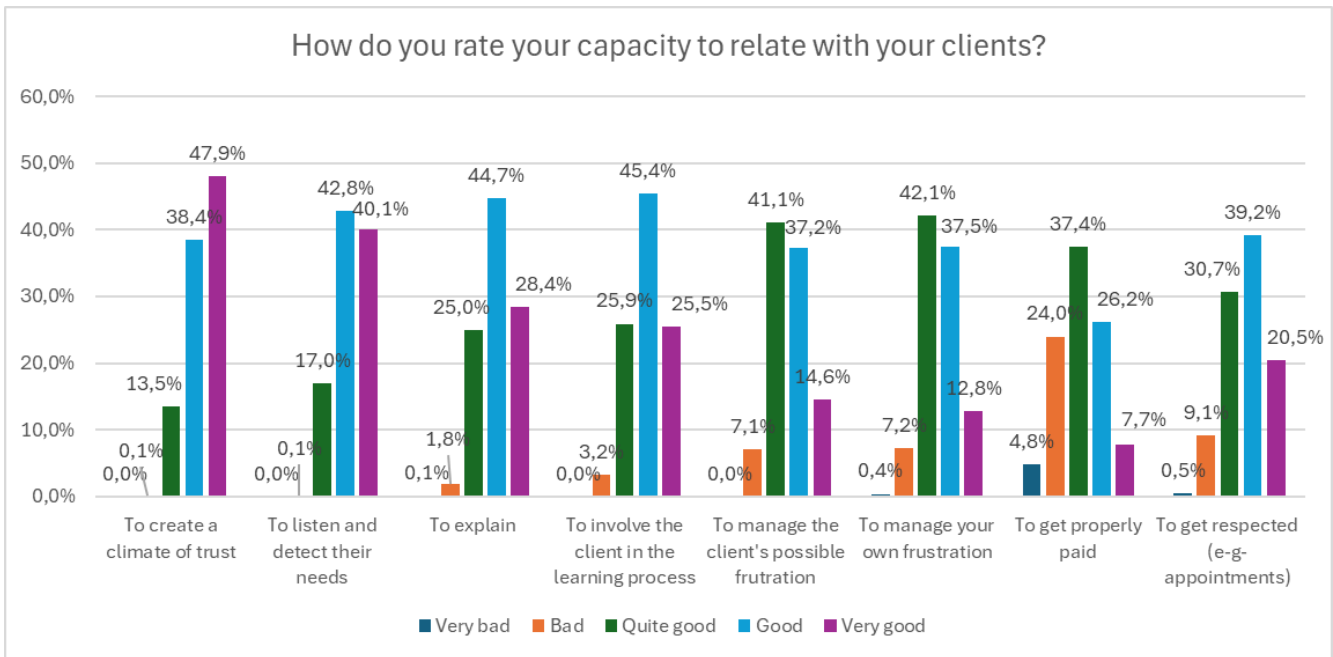


Figure 68 - Capacity to relate with clients

With regard to customer relations, certain elements were analysed such as the creation of a good atmosphere, the involvement of the customer in the process, the management of potential frustrations and other aspects that may play a silent role but which, if dysfunctional, can deteriorate the relationship.

In the graph above, the elements receiving the most negative responses concern the ability to be adequately paid, with almost one in three (28,8%) reporting they struggle with this aspect. This is followed in order of importance by aspects such as the respect owed to the professional (9,6%), which is expressed for example in the punctuality in arriving at appointments and the ability to handle one's own (7,6%) and the client's (7,1%) frustration. Only a fraction of the negative responses concerned the ability to involve the client in the learning process (3,2%) and the ability to explain the work and the approach (1,9%). This result appears to be consistent with what has already emerged in the previous sections, where professional skills related to the practice of the Feldenkrais Method are not felt to be critical, on the contrary, the economic result and the management of the business seem to show weaknesses for the success of this profession.

At this point, after this series of questions concerning issues that often become a source of stress and distrust for the professional, the survey asked again how far the respondent can get back on his or her feet in the face of a failure. The average response is clearly positive with 63% of practitioners who feel themselves quite capable and 24,5% completely capable. However, more than one in ten (12,2% a little; 0,3%, not at all) responds negatively; and this figure tends to increase in some countries where it almost doubles such as in Italy (18,8%) and in The Netherlands (23,1%). It might be interesting to understand what factors make the real differences between the countries which show higher level of distrust and the countries such as Switzerland which shows only 2,9% of negative responses.

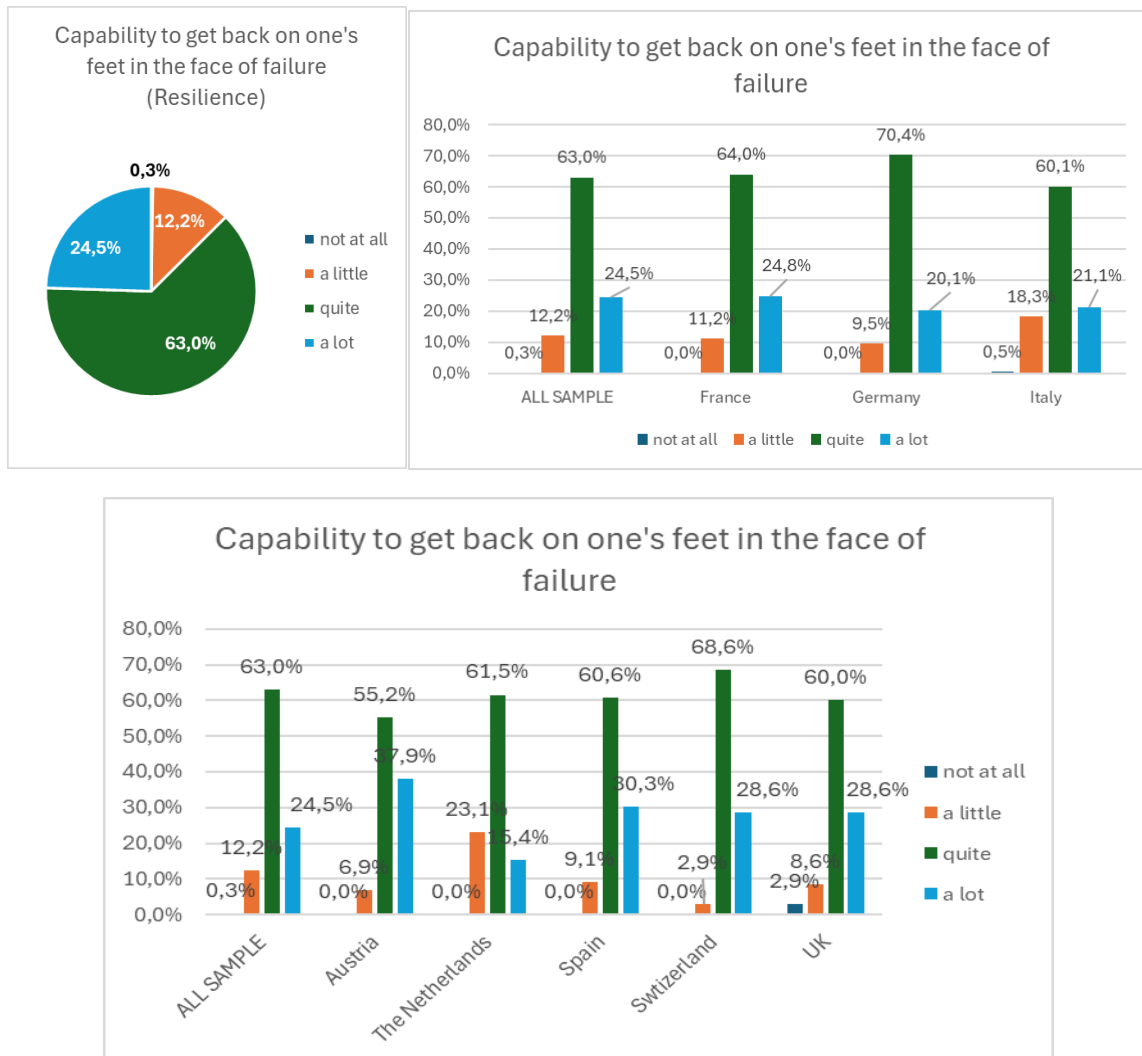


Figure 69 - Resilience

The Feldenkrais practitioner's confidence in his or her work also comes from an awareness of the positive impact that Feldenkrais practice can have on clients. For this reason, the survey included a question asking about the improvement in the life skills of the learners in the opinion of the teacher.

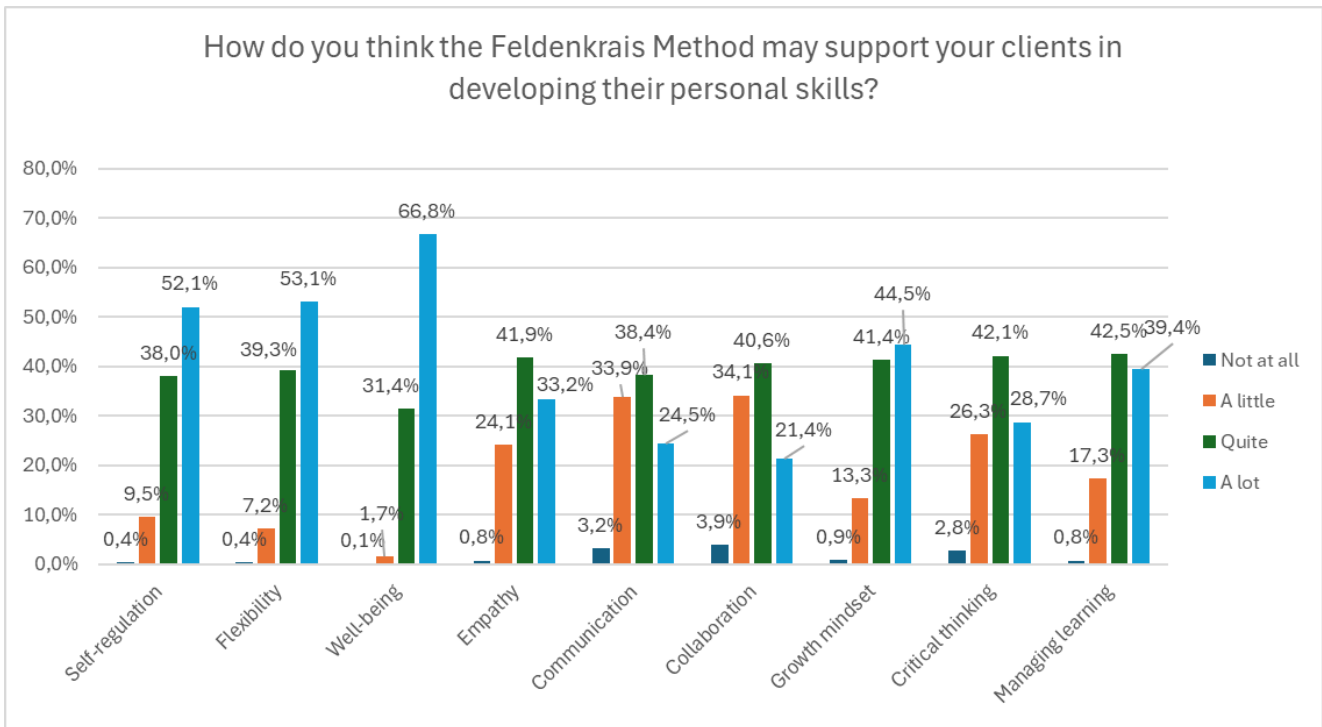


Figure 70 - Life competencies supported by the practice of Feldenkrais Method in clients

Most of respondents answered that well-being, intended as having the sense of life satisfaction and adopting sustainable lifestyle, is surely improved in the clients (98,2%). They also underlined the flexibility (92,4%) and the ability to self-regulate (90,1%) which allow people manage their emotions, thoughts and behaviors to support learning, action, and response to stress. In addition, the Feldenkrais Method seems to help people open their mind-set towards curiosity, learning and exploring ways to progress (85,9%) as well as to manage consciously their ways to learn and proceed. It also seems that the Method has a positive influence in being empathic (75,1%), a basic element to relate successfully with others and in stimulating the critical thinking (70,8%). The life skills that received the least positive responses were collaboration (62%) and communication (62,9%). However, it is important to note that none of these seem to remain unchanged but rather in varying measures all undergo an improvement due to the improved self-awareness that Feldenkrais work induces.

### The awareness of the European, national and associational contexts

The last part of the survey sought to clarify how much Feldenkrais practitioners feel part of a system (local, national, associative, European) and how aware they are of the values and opportunities promoted in the socio-political context in which they operate.

In any country there are laws and regulations that influence how workers should operate. As previously attested, Feldenkrais practitioners often work as self-employed and freelance (70% of the sample) and nearly 25 % of respondents even support two or three different fiscal frameworks as they have more than one job. Hence it is important for them to know the laws that exist for the Feldenkrais practice, such as in Italy the Law 4/2013 which regulates the "professions that are not organised in orders or colleges".



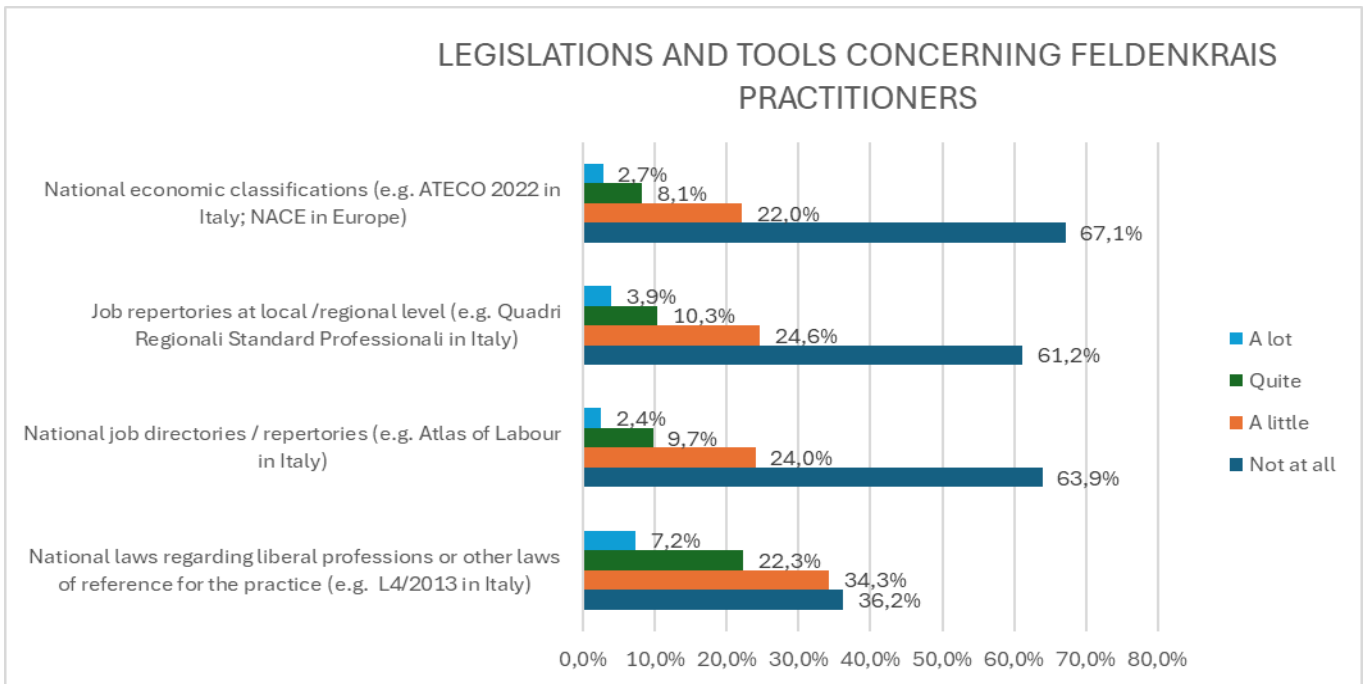


Figure 71 – Familiarity with legislations and classification tools

Nevertheless, the diagram shows that one in three people does not know the national regulations at all (36.2%, 281 out of 776), another in three knows a little (34.3%, 266 out of 776) and the remaining says to know quite well (22.3%, 173 out of 776) or well (7.2%, 56 out of 776).

The majority of the sample is not familiar with the national qualification system (63.9%, 496 out of 776) or with the regional repertoires describing existing skills and job profiles in the labor market. Neither do they know the economic classifications (67.1%, 521 out of 776) to which their Feldenkrais practice could refer for tax purposes or statistical analysis.

Familiarity with funding policies and opportunities is even lower. At the regional or local level, responses reporting at least a minimum level increase to 28.4%, 221 out of 776, as if to say that at least one in four knows that funding opportunities exist and perhaps how to intercept them. However, the more one widens the horizon to the national or European level, the less familiar one is with policies and funding.

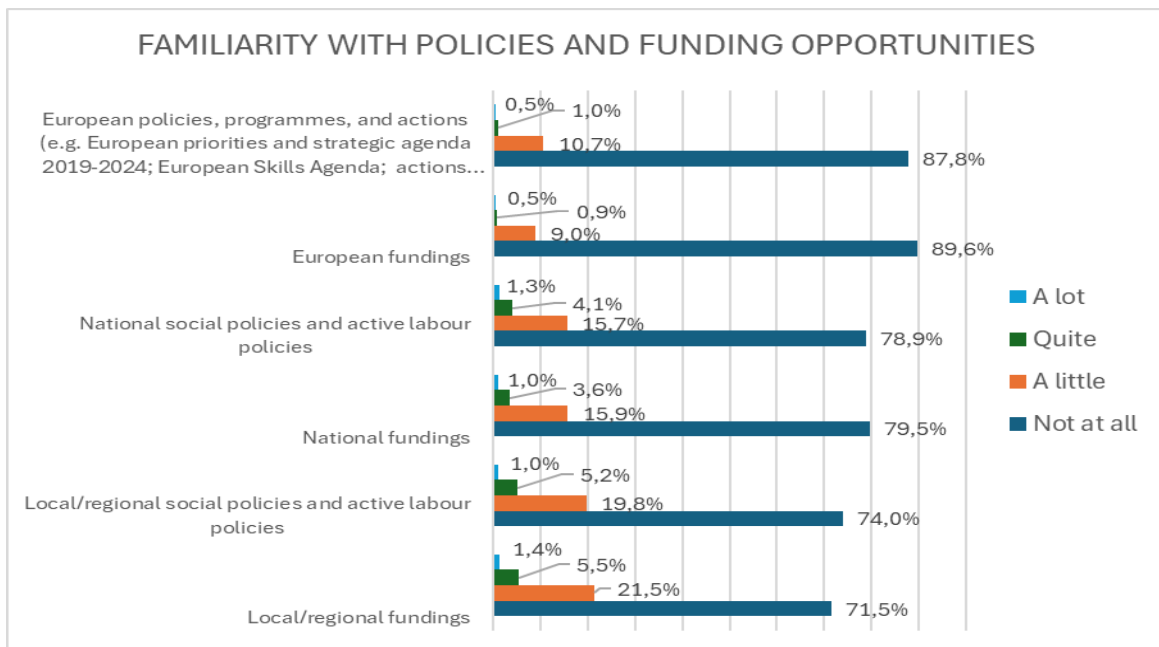


Figure 72 - Familiarity with policies and fundings

When asked about their knowledge of the governing bodies of the Feldenkrais world at national and international level, respondents show more knowledge than about public policy and funding.

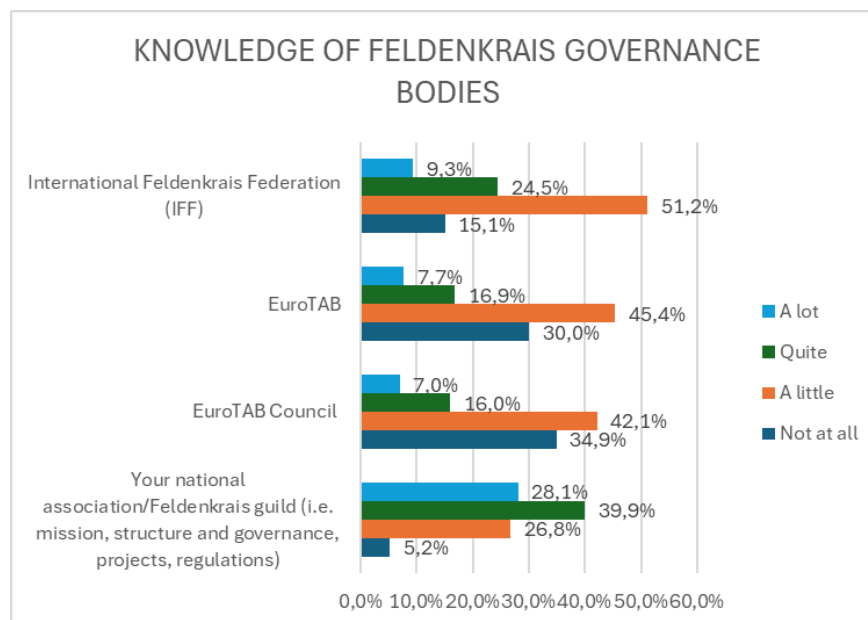


Figure 73 - Familiarity with Feldenkrais governance bodies

At local level there is the national guild or Feldenkrais association which the majority declares to know in terms of what it is and how it operates (68%, 528 out of 776 responses between “quite” and “a lot” and 26,8%, 208 out of 776 respondents at least “a little”). Even if with a lower result (33,8%, 262 out of 776, from “quite” and “a lot”, but 51,2%, 397 out of 776, of “a little”), a similar result concerns the IFF, the International Feldenkrais Federation which is the coordinating organization of Feldenkrais Guilds and Associations and other key Feldenkrais professional organizations worldwide. The IFF provides a forum for the international community to meet and develop through constructive dialogue; it also publishes videos and resources of Feldenkrais lessons and promotes a group to research all studies on the Method at a scientific level.

Finally, the EuroTAB Council (ETC) and EuroTAB, which act as regulatory and accreditation bodies for professional qualifying trainings, trainers, and assistant trainers across Europe, are less well known, reporting the highest level of ‘not at all’ responses (ETC, 34.9%, 271 out of 776; EuroTAB, 30%, 233 out of 776).

Exploring the topic of the national corporation and how it should best assist professionals, the survey addressed a question with some points that should be taken forward as priorities by Feldenkrais associations.

The top 5 with more than 85% of completely positive responses is:

- |  |         |
|--|---------|
| a) To promote Feldenkrais Method and communicate it                                    | (96,9%) |
| b) To represent the category and promote it at the public and ministerial institutions | (90,5%) |
| c) To assure Feldenkrais standards   | (90,1%) |
| d) To promote continuous training  | (89,7%) |
| e) To promote networking among the members   | (85,3%) |

This result is attributable to the fact that professionals are aware that certain activities are better conducted at an institutional rather than an individual level. The representative role of the association is not obvious, nor are the activities that should be included under this heading. The survey did not investigate the opinion or awarenesses of the practitioners about what representative activities should be, nor did it ask to evaluate the current performance and effectiveness of the activities done by the association. However, it is important to note that the members seem to be aware of the representative role that the association should play.

The list continues with the following items:

- |  |         |
|--|---------|
| f) To foster scientific and applied research                                       | (84,9%) |
| g) To sustain the professional development of associates                           | (84,0%) |
| h) To provide communication services (i.e. preset video-pictures; templates; etc.) | (78,9%) |
| i) To open framework agreements and promote cross-sector application projects      | (76,8%) |

Promoting research, external agreements and cross-sectoral projects could be considered as a subset of outward-looking activities that the association could better perform due to its representative role.

Supporting the professional development of members could instead be understood as an inward-looking activity that the association can perform precisely because of its institutional role in the country system.

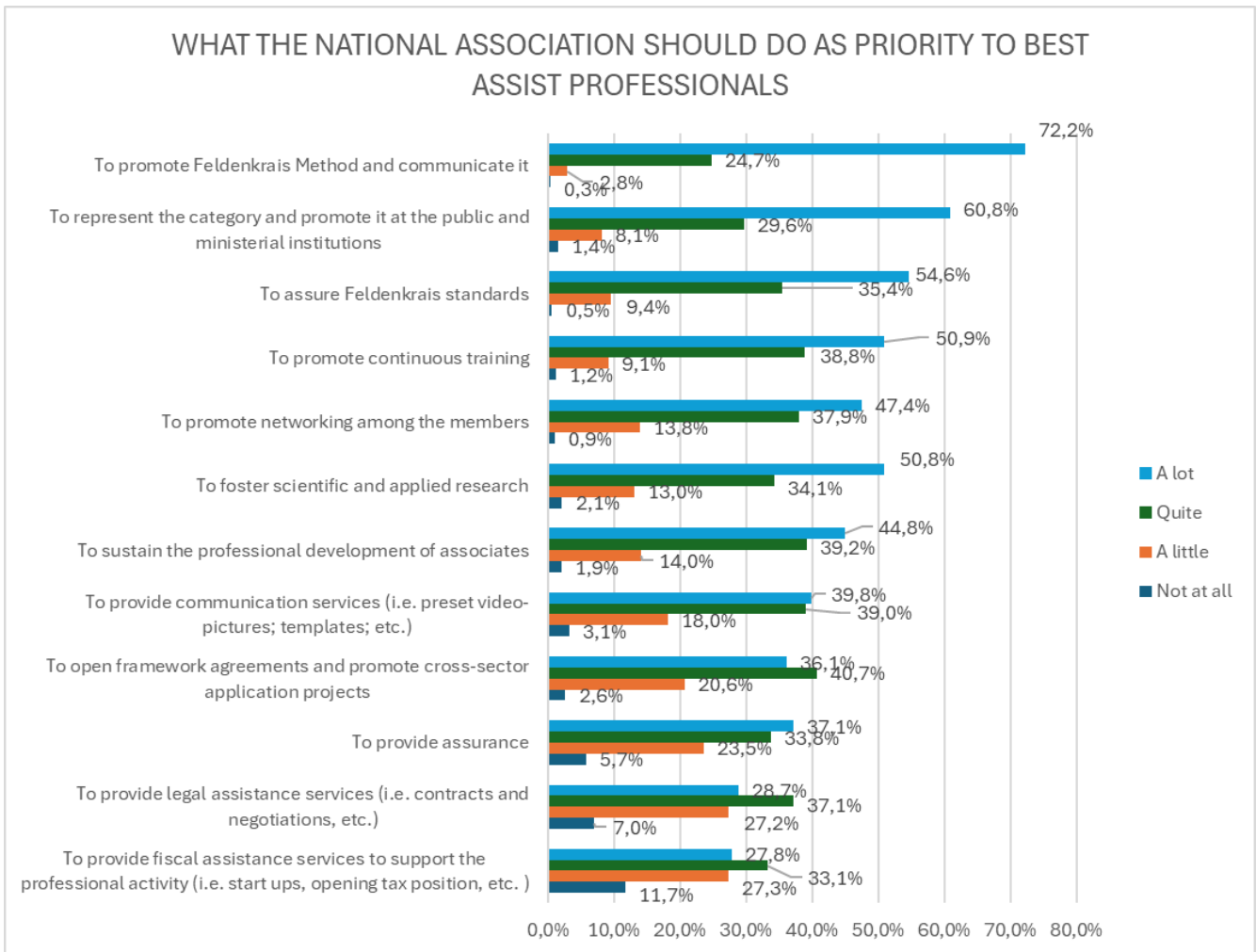


Figure 74 - National professional associations: main priorities

Finally, the items that seem to be considered less of a priority and receive the highest number of negative responses are:

- To provide fiscal assistance services to support the professional activity (i.e. start ups, opening tax position, etc.) (39,0%)
- To provide legal assistance services (i.e. contracts and negotiations, etc.) (34,1%)
- To provide assurance (29,1%)

A final question asked about the level of knowledge of some concepts, terms, and competence frameworks promoted by Europe. They are important as a reference set to represent the context in which the Feldenkrais Method fits and to better describe the impact and values it is able to achieve.

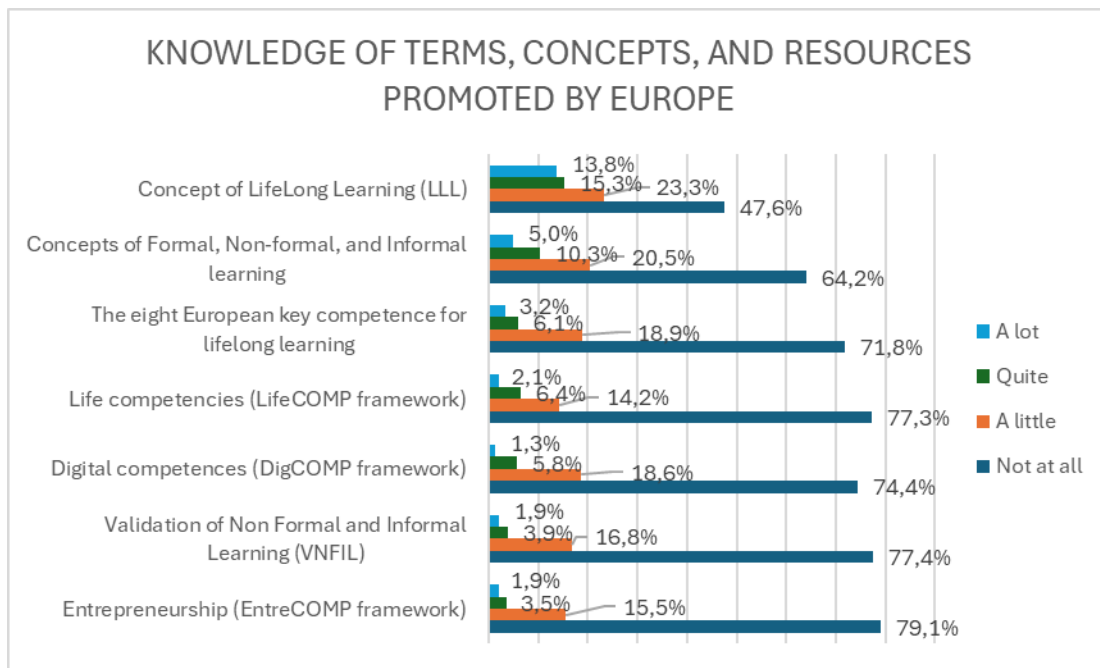


Figure 75 - Familiarity with concepts and frameworks promoted by Europe

Again, respondents mostly show that they are unaware of the general framework that Europe has been developing for almost two decades, based on key competences for the global challenges facing us, shared values and common goals to be pursued such as lifelong learning, environmental sustainability and a healthy lifestyle, active citizenship and social inclusion.

Overall, the concept they are mostly aware of is that of “lifelong learning<sup>6</sup>” as it is consistent with the basic principle of the Feldenkrais Method according to which everyone is born with the innate capacity to learn, an ability that accompanies them throughout their lives thanks to the neurophysiological system created to support it.

<sup>6</sup> “Any learning activity undertaken throughout life in a formal, non-formal or informal setting, which results in improving knowledge, know-how, skills, competences and qualifications for personal, social or professional reasons.” Definition from [Terminology of European education and training policy | Introduction | CEDEFOP \(europa.eu\)](#). [10]

## ANNEXES

### A1. SAMPLE: respondents by country, age and year of training

COUNTRIES (*)	Respondents	% respondents on national guild's members	Age (average)	Year of Training completion (median)	National guild's members (**)
Italy	218	53,3%	57	2012	409
Germany	179	14,4%	59	2011	1242
France	125	28,7%	58	2015	436
Switzerland	70	21,2%	57	2005	330
UK	35	22,9%	61	2015	153
Spain	33	55,0%	51	2017	60
Belgium	9	33,3%	56	2011	27
Austria	29	12,2%	56	2015	238
Portugal	8	n.a.	48	2022	
Netherlands	26	44,8%	62	2012	58
Norway	3	27,3%	64	2005	11
Slovenia	8	42,1%	56	2016	19
Czechia	14	23,7%	54	2021	59
Sweden	6	15,8%	56	2021	38
Finland	2	15,4%	38	2018	13
Lithuania	1	n.a.	63	2016	
Denmark	1	n.a.	32	2022	
Bulgaria	2	n.a.	48	2022	
Romania	1	n.a.	51	2017	
Ireland	4	n.a.	57	2022	
Croatia	2	n.a.	60	2006	
<b>TOTAL</b>	<b>776</b>	<b>25,1%</b>			<b>3093</b>

(\*) In gray, the project partner countries. The list is ordered according to the decreasing number of respondents.

(\*\*) Source: IFF International Feldenkrais Federation. Figures 2023 for only practicing Feldenkrais members who have thus already completed the four-year attestation pathway.

## A2. SAMPLE: gender

Country (*)	Nr. Replies	Women		Men		Non-binary		Prefer not to respond	
		Nr.	%	Nr.	%	Nr.	%	Nr.	%
France	125	106	85%	15	12%	3	2%	1	1%
Germany	179	146	82%	32	18%	0	0%	1	1%
Italy	218	179	82%	36	17%	1	0%	2	1%
Austria	29	24	83%	5	17%	0	0%	0	0%
Belgium	9	7	78%	2	22%	0	0%	0	0%
Bulgaria	2	2	100%	0	0%	0	0%	0	0%
Croatia	2	1	50%	1	50%	0	0%	0	0%
Czechia	14	12	86%	2	14%	0	0%	0	0%
Denmark	1	0	0%	1	100%	0	0%	0	0%
Finland	2	2	100%	0	0%	0	0%	0	0%
Ireland	4	1	25%	3	75%	0	0%	0	0%
Lithuania	1	1	100%	0	0%	0	0%	0	0%
Netherlands	26	20	77%	6	23%	0	0%	0	0%
Norway	3	1	33%	2	67%	0	0%	0	0%
Portugal	8	7	88%	1	13%	0	0%	0	0%
Romania	1	1	100%	0	0%	0	0%	0	0%
Slovenia	8	6	75%	1	13%	0	0%	1	13%
Spain	33	25	76%	7	21%	0	0%	1	3%
Sweden	6	5	83%	1	17%	0	0%	0	0%
Switzerland	70	61	87%	9	13%	0	0%	0	0%
United Kingdom	35	28	80%	7	20%	0	0%	0	0%
<b>TOTAL</b>	<b>776</b>	<b>635</b>	<b>82%</b>	<b>131</b>	<b>17%</b>	<b>4</b>	<b>1%</b>	<b>6</b>	<b>1%</b>

(\*) The cells in grey are related to partner countries.

### A3. SAMPLE: country of working and of training

Country (*)	Nr. Replies (a)	People originally from the country (b)		Respondents from this country who also trained here (c)		If not, countries where they trained (d) (**)	People coming from other countries (e)		Respondents originally from other countries who also trained here (f)		If not, countries where they trained (g) (***)
		Nr.	%	Nr.	% (**)		Nr.	%	Nr.	% (**)	
France	125	101	81%	93	92,1%	<b>IT</b> , D,B,CH, PORT, NZL	24	19%	18	75,0%	<b>B</b> , ES, D,North America
Germany	179	165	92%	142	86,1%	<b>AT</b> , <b>FR</b> , <b>NDL</b> , CH, North America, IT, AT, PORT, CH, Taiwan	14	8%	8	57,1%	<b>NDL</b> , AT
Italy	218	202	93%	190	94,1%	<b>FR</b> , DE, ISR, Argentina	16	7%	14	87,5%	DE, AT
Austria	29	21	72%	14	66,7%	<b>FR</b> , <b>DE</b> , IT, CH	8	28%	3	37,5%	<b>DE</b> , IT, UK, ES
Belgium	9	4	44%	3	75,0%	UK; AT	5	56%	1	20,0%	<b>FR</b> , UK
Bulgaria	2	2	100%	0	0,0%	AT	0	0%	0	0,0%	
Croatia	2	1	50%	0	0,0%	DE; North America	1	50%	0	0,0%	North America
Czechia	14	14	100%	7	50,0%	AT, DE	0	0%	0	0,0%	
Denmark	1	1	100%	0	0,0%	BE	0	0%	0	0,0%	
Finland	2	2	100%	0	0,0%	IT, SWE	0	0%	0	0,0%	
Ireland	4	4	100%	0	0,0%	<b>UK</b> , AT	0	0%	0	0,0%	
Lithuania	1	1	100%	0	0,0%	NDL	0	0%	0	0,0%	
Netherlands	26	22	85%	18	81,8%	<b>DE</b> , UK	4	15%	1	25,0%	UK, ES, PORT
Norway	3	3	100%	0	0,0%	SWE	0	0%	0	0,0%	
Portugal	8	1	13%	1	100,0%	-	7	88%	4	57,1%	IT, ES, South America
Romania	1	0	0%	0	-	-	1	100%	0	0,0%	IT
Slovenia	8	8	100%	0	0,0%	<b>AT</b> , <b>DE</b> , IT	0	0%	0	0,0%	
Spain	33	21	64%	19	90,5%	FR, AT	12	36%	10	83,3%	IT, Argentina
Sweden	6	4	67%	3	75,0%	PORT	2	33%	0	0,0%	DE, ES
Switzerland	70	58	83%	27	46,6%	<b>DE</b> , <b>AT</b> , <b>FR</b> , UK, IT, NorthAmerica, BE, SWE, NDL	12	17%	6	50,0%	DE, FR, ES, SWE, UK
UK	35	24	69%	17	70,8%	NDL, DE, IT, SWE, CH, Taiwan	11	31%	6	54,5%	DE, IT, PORT, CH
<b>TOTAL</b>	<b>776</b>	<b>659</b>	<b>85%</b>	<b>534</b>	<b>81,0%</b>		<b>117</b>	<b>15%</b>	<b>71</b>	<b>60,7%</b>	

(\*) The cells in grey are related to partner countries.

(\*\*) Percentage calculated in relation to the subset, i.e., people originating or not originating in the country.

(\*\*\*) Countries are listed in descending order. Particularly frequent countries are in bold.



#### A4. SAMPLE: educational background

Country (*)	Nr. Replies	High school graduate, diploma or equivalent		Vocational education and training		Bachelor degree		Master degree		PhD/Doctorate		Other	
		Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
France	125	15	12%	17	14%	33	26%	40	32%	3	2%	17	14%
Germany	179	51	28%	46	26%	12	7%	45	25%	13	7%	12	7%
Italy	218	67	31%	9	4%	65	30%	63	29%	7	3%	7	3%
Austria	29	8	28%	4	14%	3	10%	9	31%	4	14%	1	3%
Belgium	9	1	11%	1	11%	1	11%	4	44%	0	0%	2	22%
Bulgaria	2	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%
Croatia	2	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%
Czechia	14	1	7%	1	7%	3	21%	8	57%	1	7%	0	0%
Denmark	1	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
Finland	2	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%
Ireland	4	1	25%	0	0%	1	25%	1	25%	1	25%	0	0%
Lithuania	1	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%
Netherlands	26	3	12%	6	23%	10	38%	7	27%	0	0%	0	0%
Norway	3	0	0%	0	0%	1	33%	0	0%	0	0%	2	67%
Portugal	8	2	25%	0	0%	2	25%	4	50%	0	0%	0	0%
Romania	1	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%
Slovenia	8	2	25%	0	0%	3	38%	2	25%	1	13%	0	0%
Spain	33	5	15%	6	18%	7	21%	8	24%	3	9%	4	12%
Sweden	6	1	17%	0	0%	2	33%	1	17%	1	17%	1	17%
Switzerland	70	16	23%	21	30%	22	31%	11	16%	0	0%	0	0%
United Kingdom	35	1	3%	10	29%	12	34%	10	29%	2	6%	0	0%
<b>TOTAL</b>	<b>776</b>	<b>174</b>	<b>22,4%</b>	<b>122</b>	<b>15,7%</b>	<b>177</b>	<b>22,8%</b>	<b>220</b>	<b>28,4%</b>	<b>37</b>	<b>4,8%</b>	<b>46</b>	<b>5,9%</b>

(\*) The cells in grey are related to partner countries.

## A5. OTHER QUALIFICATIONS

OTHER QUALIFICATIONS		AUSTRIA	BELGIUM	BULGARIA	CROATIA	CZECHIA	DENMARK	FINLAND	FRANCE	GERMANY	IRELAND	ITALY	LITHUANIA	THE NETHERLANDS	NORWAY	PORTUGAL	ROMANIA	SLOVENIA	SPAIN	SWEDEN	SWITZERLAND	UNITED KINGDOM	TOTAL	
HEALTHCARE & MEDICINE	Psychologist	0	0	0	1	0	0	0	4	6	0	11	0	1	0	0		0	1	0	1	0	25	
	Psychotherapist	1	0	1	0	2	0	0	3	8	2	3	0	0	0	0		0	1	0	1	0	22	
	Medical doctor	1	0	0	0	0	0	0	0	5	1	1	0	0	0	0		0	2	0	0	1	11	
	Physiotherapist	1	2	0	0	5	0	0	8	33	1	28	1	8	1	0		1	2	1	13	0	105	
	Massotherapist	2	0	0	0	0	0	0	0	9	2	4	0	1	0	1		0	0	0	2	2	23	
HEALTH & WELLBEING	Psychomotricist	0	0	0	0	0	0	0	5	2	0	5	0	1	0	0		0	0	0	1	0	14	
	Rolfer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	
	Holistic practitioner (es. Shiatsu, Cranio-sacra; Reflexology; etc.)	0	0	0	0	1	0	0	7	3	1	18	1	2	0	1		0	4	2	2	1	43	
	Counsellor	1	0	0	0	0	0	0	0	10	0	4	0	0	0	0		1	0	0	1	2	19	
	Bodywork teacher (e.g. pilates/postural/ Yoga, etc.)	1	1	0	0	1	0	0	11	6	0	27	0	5	0	1		0	8	1	2	5	69	
Coach	3	0	0	0	0	0	0	0	13	0	7	0	1	0	0		1	2	0	3	4	34		
EDUCATION & TRAINING	Pedagogist	4	0	0	0	3	0	1	11	29	0	7	0	0	0	0		0	1	1	11	0	68	
	Teacher/ Trainer	8	1	0	1	2	1	0	24	18	1	20	0	3	0	3		0	7	0	7	5	101	
	Educator	2	0	0	1	1	0	0	2	4	2	5	0	1	0	1	1		0	8	0	1	8	37
	Support schoolteacher	1	0	0	0	0	0	0	0	1	0	3	0	0	0	0		0	0	1	0	0	6	
	Gym school teacher	0	0	0	0	0	0	0	2	6	0	20	0	0	0	1		1	1	0	2	0	33	
ART PERFORMING & TRAINING	Dance teacher	0	0	0	0	0	0	0	15	5	0	19	0	3	1	3	1		0	3	0	8	3	61
	Dancer/ Choreographer	2	0	0	0	1	0	0	15	3	0	12	0	1	1	1	1		0	3	0	4	2	46
	Acting teacher	0	1	0	0	1	0	0	5	3	0	3	0	1	0	1		0	4	2	0	2	23	
	Actor	3	2	0	0	0	0	0	12	5	0	7	0	0	0	0		0	4	1	0	1	35	
	Music teacher	4	0	0	1	0	1	1	6	4	0	9	0	0	0	0		0	2	0	3	3	34	
	Musician	4	1	0	1	0	0	1	6	4	0	7	0	0	1	1		0	1	0	1	3	31	
	Singer /Chor director	2	0	0	0	0	1	0	1	2	0	0	0	0	0	0		0	1	0	0	2	9	
Singing teacher	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0		0	1	0	0	4	8		
SPORT TRAINING	Personal trainer	0	0	0	0	0	0	0	0	8	0	1	0	0	0	0		1	4	0	0	1	15	
	Gym/sport trainer	0	1	0	0	0	0	0	4	7	0	10	0	0	0	1		0	2	0	2	1	28	
ENTERPRISE & HR DEVELOPMENT	Enterprise Employer /manager	0	1	0	0	1	0	0	8	7	0	12	0	0	0	0		2	2	0	0	2	35	
	Consultant in training and skills development/HR manager	1	0	1	0	0	0	0	0	9	0	5	0	0	0	0		0	1	0	1	1	19	
	Worker	0	0	0	0	0	0	1	2	7	0	6	0	0	0	0		1	1	0	5	1	24	
<b>TOTAL</b>		<b>41</b>	<b>10</b>	<b>2</b>	<b>5</b>	<b>19</b>	<b>3</b>	<b>4</b>	<b>152</b>	<b>218</b>	<b>10</b>	<b>254</b>	<b>2</b>	<b>28</b>	<b>4</b>	<b>15</b>	<b>3</b>	<b>8</b>	<b>66</b>	<b>9</b>	<b>71</b>	<b>54</b>	<b>978</b>	

#### A6. FELDENKRAIS PRACTICE AND OTHER OCCUPATIONS: multiple jobs, main occupation and national ranking

Country (*)	Nr. Replies	Multiple occupations				Feldenkrais as first occupation when more jobs			
		Yes		Not		Yes		Not	
		nr	%	nr	%	nr	% (**)	nr	% (**)
France	125	69	55%	56	45%	26	38%	43	62%
Germany	179	116	65%	63	35%	34	29%	82	71%
Italy	218	110	50%	108	50%	32	29%	78	71%
Austria	29	18	62%	11	38%	4	22%	14	78%
Belgium	9	7	78%	2	22%	1	14%	6	86%
Bulgaria	2	1	50%	1	50%	0	0%	1	100%
Croatia	2	2	100%	0	0%	0	0%	2	100%
Czechia	14	6	43%	8	57%	4	67%	2	33%
Denmark	1	1	100%	0	0%	0	0%	1	100%
Finland	2	2	100%	0	0%	1	50%	1	50%
Ireland	4	3	75%	1	25%	0	0%	3	100%
Lithuania	1	0	0%	1	100%	0	-	0	-
The Netherlands	26	18	69%	8	31%	5	28%	13	72%
Norway	3	3	100%	0	0%	0	0%	3	100%
Portugal	8	8	100%	0	0%	3	38%	5	63%
Romania	1	1	100%	0	0%	0	0%	1	100%
Slovenia	8	4	50%	4	50%	0	0%	3	100%
Spain	33	22	67%	11	33%	9	41%	13	59%
Sweden	6	4	67%	2	33%	0	0%	4	100%
Switzerland	70	43	61%	27	39%	18	42%	25	58%
UK	35	21	60%	14	40%	6	29%	15	71%
<b>TOTAL</b>	<b>776</b>	<b>459</b>	<b>59%</b>	<b>317</b>	<b>41%</b>	<b>145</b>	<b>32%</b>	<b>314</b>	<b>68%</b>

Main occupation	%	Nr	France		Germany		Italy		Austria		The Netherlands		Spain		Switzerland		United Kingdom	
			%	nr	%	nr	%	nr	%	nr	%	nr	%	nr	%	nr	%	nr
Acting teacher	0,6%	2	0,0%	0	0,0%	0	1,3%	1	0,0%	0	0,0%	0	0,0%	0	0,0%	0	6,7%	1
Actor	2,2%	7	4,5%	2	1,3%	1	0,0%	0	0,0%	0	0,0%	0	15,4%	2	0,0%	0	0,0%	0
Bodywork teacher (e.g. Pilates/ postural/ Yoga, etc.)	3,8%	12	9,1%	4	1,3%	1	1,3%	1	7,7%	1	7,7%	1	0,0%	0	0,0%	0	6,7%	1
Coach	1,6%	5	0,0%	0	1,3%	1	2,6%	2	0,0%	0	0,0%	0	0,0%	0	0,0%	0	13,3%	2
Consultant in training and skills development /HR manager	1,3%	4	0,0%	0	2,5%	2	1,3%	1	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0
Counsellor	0,6%	2	0,0%	0	2,5%	2	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0
Dance teacher	3,8%	12	11,4%	5	1,3%	1	5,2%	4	0,0%	0	7,7%	1	0,0%	0	0,0%	0	0,0%	0
Dancer/ Choreographer	1,3%	4	9,1%	4	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0
Educator	3,8%	12	0,0%	0	2,5%	2	6,5%	5	0,0%	0	7,7%	1	7,7%	1	0,0%	0	13,3%	2
Enterprise Employer /manager	6,1%	19	4,5%	2	3,8%	3	11,7%	9	7,7%	1	7,7%	1	7,7%	1	0,0%	0	6,7%	1
Gym school teacher	0,3%	1	0,0%	0	0,0%	0	1,3%	1	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0
Gym/sport trainer	0,3%	1	0,0%	0	0,0%	0	1,3%	1	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0
Holistic practitioner (es. Shiatsu, cranio-sacral; reflexology; etc.)	1,9%	6	4,5%	2	1,3%	1	0,0%	0	0,0%	0	0,0%	0	7,7%	1	4,0%	1	0,0%	0
Massotherapeutist	1,3%	4	2,3%	1	0,0%	0	0,0%	0	7,7%	1	0,0%	0	0,0%	0	4,0%	1	0,0%	0
Medical doctor	0,6%	2	0,0%	0	0,0%	0	1,3%	1	0,0%	0	0,0%	0	7,7%	1	0,0%	0	0,0%	0
Music teacher	3,8%	12	2,3%	1	2,5%	2	3,9%	3	7,7%	1	0,0%	0	0,0%	0	4,0%	1	0,0%	0
Musician	2,9%	9	2,3%	1	3,8%	3	2,6%	2	0,0%	0	0,0%	0	0,0%	0	8,0%	2	0,0%	0
Other	28,7%	90	25,0%	11	35,0%	28	27,3%	21	30,8%	4	30,8%	4	0,0%	0	40,0%	10	33,3%	5
Pedagogist	4,5%	14	0,0%	0	7,5%	6	1,3%	1	23,1%	3	0,0%	0	7,7%	1	4,0%	1	0,0%	0
Personal trainer	0,3%	1	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	7,7%	1	0,0%	0	0,0%	0
Physiotherapist	8,0%	25	0,0%	0	13,8%	11	6,5%	5	0,0%	0	15,4%	2	0,0%	0	12,0%	3	0,0%	0
Psychologist	1,6%	5	0,0%	0	2,5%	2	1,3%	1	0,0%	0	7,7%	1	0,0%	0	0,0%	0	0,0%	0
Psychomotricist	2,5%	8	4,5%	2	1,3%	1	3,9%	3	0,0%	0	7,7%	1	0,0%	0	4,0%	1	0,0%	0
Psychotherapeutist	1,6%	5	4,5%	2	1,3%	1	2,6%	2	0,0%	0	0,0%	0	0,0%	0	4,0%	1	0,0%	0
Singer /Chor director	0,6%	2	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	6,7%	1
Singing teacher	1,0%	3	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	6,7%	1
Support schoolteacher	1,0%	3	0,0%	0	1,3%	1	2,6%	2	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0
Teacher/ Trainer	8,3%	26	11,4%	5	7,5%	6	7,8%	6	7,7%	1	7,7%	1	23,1%	3	12,0%	3	6,7%	1
Worker	5,7%	18	4,5%	2	6,3%	5	6,5%	5	7,7%	1	0,0%	0	15,4%	2	4,0%	1	0,0%	0
<b>TOTAL</b>	<b>100%</b>	<b>314</b>	<b>100,0%</b>	<b>44</b>	<b>100%</b>	<b>80</b>	<b>100%</b>	<b>77</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>15</b>

Main occupation ranking					
France		Germany		Italy	
Other	25,0%	Other	35,0%	Other	27,3%
Teacher/ Trainer	11,4%	Physiotherapist	13,8%	Enterprise Employer /manager	11,7%
Dance teacher	11,4%	Teacher/ Trainer	7,5%	Teacher/ Trainer	7,8%
Bodywork teacher (e.g. Pilates/ postural/ Yoga, etc.)	9,1%	Pedagogist	7,5%	Physiotherapist	6,5%
Dancer/ Choreographer	9,1%	Worker	6,3%	Worker	6,5%
Enterprise Employer /manager	4,5%	Enterprise Employer /manager	3,8%	Educator	6,5%
Worker	4,5%	Musician	3,8%	Dance teacher	5,2%
Psychomotricist	4,5%	Educator	2,5%	Music teacher	3,9%
Actor	4,5%	Music teacher	2,5%	Psychomotricist	3,9%
Holistic practitioner (es. Shiatsu, cranio-sacral; reflexology; etc.)	4,5%	Psychologist	2,5%	Musician	2,6%
Psychotherapist	4,5%	Consultant in training and skills development /HR manager	2,5%	Coach	2,6%
Music teacher	2,3%	Counsellor	2,5%	Psychotherapist	2,6%
Musician	2,3%	Bodywork teacher (e.g. Pilates/ postural/ Yoga, etc.)	1,3%	Support schoolteacher	2,6%
Massotherapist	2,3%	Dance teacher	1,3%	Pedagogist	1,3%
		Psychomotricist	1,3%	Bodywork teacher (e.g. Pilates/ postural/ Yoga, etc.)	1,3%
		Actor	1,3%	Psychologist	1,3%
		Holistic practitioner (es. Shiatsu, cranio-sacral; reflexology; etc.)	1,3%	Consultant in training and skills development /HR manager	1,3%
		Coach	1,3%	Acting teacher	1,3%
		Psychotherapist	1,3%	Medical doctor	1,3%
		Support schoolteacher	1,3%	Gym school teacher	1,3%
				Gym/sport trainer	1,3%

Main occupation ranking									
Austria		The Netherlands		Spain		Switzerland		United Kingdom	
Other	30,8%	Other	30,8%	Teacher/ Trainer	23,1%	Other	40,0%	Other	33,3%
Pedagogist	23,1%	Physiotherapist	15,4%	Worker	15,4%	Teacher/ Trainer	12,0%	Educator	13,3%
Teacher/ Trainer	7,7%	Teacher/ Trainer	7,7%	Actor	15,4%	Physiotherapist	12,0%	Coach	13,3%
Enterprise Employer /manager	7,7%	Enterprise Employer /manager	7,7%	Enterprise Employer /manager	7,7%	Musician	8,0%	Teacher/ Trainer	6,7%
Worker	7,7%	Bodywork teacher (e.g. Pilates/ postural/ Yoga, etc.)	7,7%	Pedagogist	7,7%	Worker	4,0%	Enterprise Employer /manager	6,7%
Bodywork teacher (e.g. Pilates/ postural/ Yoga, etc.)	7,7%	Dance teacher	7,7%	Educator	7,7%	Pedagogist	4,0%	Bodywork teacher (e.g. Pilates/ postural/ Yoga, etc.)	6,7%
Music teacher	7,7%	Educator	7,7%	Holistic practitioner (es. Shiatsu, cranio-sacral; reflexology; etc.)	7,7%	Music teacher	4,0%	Singing teacher	6,7%
Massotherapeutist	7,7%	Psychomotricist	7,7%	Medical doctor	7,7%	Psychomotricist	4,0%	Acting teacher	6,7%
		Psychologist	7,7%	Personal trainer	7,7%	Holistic practitioner (es. Shiatsu, cranio-sacral; reflexology; etc.)	4,0%	Singer /Chor director	6,7%
						Psychotherapeutist	4,0%		
						Massotherapeutist	4,0%		

## A7. FISCAL FRAMEWORK OF FELDENKRAIS PRACTITIONERS

Fiscal framework																	
	Nr. Respondents	% (**)	Permanent employee	% (**)	Fixed-term employee	% (**)	Collaboration contracts	% (**)	Self-employed	% (**)	Association/ No profit organisation	% (**)	Emtrepreneur (profit)	% (**)	Retired	% (**)	Volunteer
<b>ALL SAMPLE</b>	776	5,8%	45	2,3%	18	8,1%	63	70,7%	549	11,7%	91	5,2%	40	12,4%	96	0,4%	3
<b>France</b>	125	12,8%	16	4,0%	5	4,8%	6	54,4%	68	24,8%	31	15,2%	19	9,6%	12	9,6%	12
<b>Germany</b>	179	8,4%	15	1,7%	3	7,8%	14	86,6%	155	16,8%	30	5,0%	9	26,3%	47	7,8%	14
<b>Italy</b>	218	2,3%	5	1,4%	3	14,7%	32	60,1%	131	16,1%	35	0,9%	2	9,2%	20	6,0%	13
<b>Austria</b>	29	3,4%	1	3,4%	1	0,0%	0	75,9%	22	0,0%	0	10,3%	3	27,6%	8	3,4%	1
<b>Netherlands</b>	26	3,8%	1	3,8%	1	0,0%	0	84,6%	22	3,8%	1	7,7%	2	15,4%	4	3,8%	1
<b>Spain</b>	33	3,0%	1	3,0%	1	12,1%	4	72,7%	24	15,2%	5	12,1%	4	12,1%	4	6,1%	2
<b>Switzerland</b>	70	1,4%	1	1,4%	1	1,4%	1	91,4%	64	5,7%	4	1,4%	1	15,7%	11	1,4%	1
<b>UK</b>	35	0,0%	0	0,0%	0	0,0%	0	77,1%	27	2,9%	1	0,0%	0	0,0%	0	8,6%	3

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents.

TOTAL INCOME FOR FELDENKRAIS PRACTICE																					
Country (*)	Nr. Respondents	% (**)	0-5 k€	% (**)	5- 10 k€	% (**)	10 - 15 k€	% (**)	15 - 20 k€	% (**)	20-30 k€	% (**)	30-40 k€	% (**)	40 - 50 k€	% (**)	50-60 k€	% (**)	60-80 k€	% (**)	>80 k€
<b>ALL SAMPLE</b>	776	49,1%	381	16,2%	126	9,7%	75	8,2%	64	7,5%	58	5,2%	40	1,9%	15	0,9%	7	1,2%	9	0,1%	1
<b>France</b>	125	44,8%	56	15,2%	19	16,0%	20	13,6%	17	6,4%	8	3,2%	4	0,8%	1	0,0%	0	0,0%	0	0,0%	0
<b>Germany</b>	179	50,8%	91	20,7%	37	11,2%	20	4,5%	8	6,7%	12	3,4%	6	0,6%	1	1,7%	3	0,6%	1	0,0%	0
<b>Italy</b>	218	52,3%	114	13,8%	30	9,2%	20	11,0%	24	7,8%	17	4,1%	9	1,4%	3	0,5%	1	0,0%	0	0,0%	0
<b>Austria</b>	29	55,2%	16	17,2%	5	3,4%	1	6,9%	2	6,9%	2	6,9%	2	0,0%	0	0,0%	0	3,4%	1	0,0%	0
<b>Netherlands</b>	26	57,7%	15	15,4%	4	11,5%	3	7,7%	2	3,8%	1	3,8%	1	0,0%	0	0,0%	0	0,0%	0	0,0%	0
<b>Spain</b>	33	60,6%	20	21,2%	7	3,0%	1	0,0%	0	12,1%	4	3,0%	1	0,0%	0	0,0%	0	0,0%	0	0,0%	0
<b>Switzerland</b>	70	27,1%	19	14,3%	10	4,3%	3	4,3%	3	11,4%	8	14,3%	10	10,0%	7	4,3%	3	10,0%	7	0,0%	0
<b>UK</b>	35	51,4%	18	5,7%	2	8,6%	3	8,6%	3	8,6%	3	14,3%	5	2,9%	1	0,0%	0	0,0%	0	0,0%	0

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of the country or all sample respondents respectively in case of national figures and overall figures (first row in the table).

PERCENTAGE OF OVERALL INCOME COVERED BY FELDENKRAIS PRACTICE (if multiple jobs)													
Country (*)	Nr. Respondents	% (**)	< 5% (very little)	% (**)	5 % - 20 % (little)	% (**)	20% - 40% (enough)	% (**)	40% - 60% (rather)	% (**)	60% - 80% (much)	% (**)	<80% (very much)
<b>ALL SAMPLE</b>	776	21,3%	165	15,9%	123	10,6%	82	4,9%	38	3,2%	25	44,2%	343
<b>France</b>	125	22,4%	28	9,6%	12	10,4%	13	7,2%	9	2,4%	3	48,0%	60
<b>Germany</b>	179	17,9%	32	21,2%	38	12,3%	22	3,9%	7	2,8%	5	41,9%	75
<b>Italy</b>	218	22,5%	49	12,4%	27	5,0%	11	5,0%	11	3,7%	8	51,4%	112
<b>Austria</b>	29	27,6%	8	24,1%	7	6,9%	2	0,0%	0	3,4%	1	37,9%	11
<b>Netherlands</b>	26	23,1%	6	26,9%	7	11,5%	3	7,7%	2	0,0%	0	30,8%	8
<b>Spain</b>	33	24,2%	8	15,2%	5	21,2%	7	3,0%	1	3,0%	1	33,3%	11
<b>Switzerland</b>	70	17,1%	12	14,3%	10	12,9%	9	7,1%	5	4,3%	3	44,3%	31
<b>UK</b>	35	22,9%	8	8,6%	3	14,3%	5	8,6%	3	5,7%	2	40,0%	14

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).



#### A8. MOTIVATION TO ATTEND THE FELDENKRAIS TEACHER TRAINING

MOTIVATION TO ATTEND THE FELDENKRAIS TEACHER TRAINING									
Country (*)	Nr. Respondents	% (**)	self development	% (**)	acquiring a new profession	% (**)	integrating the Method into the existing job	% (**)	other
<b>ALL SAMPLE</b>	776	67,9%	527	42,1%	327	40,9%	317	11,0%	85
<b>France</b>	125	58,4%	73	52,0%	65	40,0%	50	15,2%	19
<b>Germany</b>	179	79,9%	143	37,4%	67	37,4%	67	10,1%	18
<b>Italy</b>	218	62,8%	137	39,9%	87	42,7%	93	8,3%	18
<b>Austria</b>	29	93,1%	27	44,8%	13	37,9%	11	3,4%	1
<b>The Netherlands</b>	26	50,0%	13	38,5%	10	50,0%	13	7,7%	2
<b>Spain</b>	33	75,8%	25	54,5%	18	48,5%	16	9,1%	3
<b>Switzerland</b>	70	58,6%	41	40,0%	28	37,1%	26	20,0%	14
<b>UK</b>	35	40,0%	22	42,9%	15	42,9%	15	11,4%	4

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

#### A9. FELDENKRAIS PRACTICE: ATM® AND FI®

CONTINUITY IN FELDENKRAIS TEACHING									
Country (*)	Nr. Respondents	% (**)	completely	% (**)	enough	% (**)	little	% (**)	not at all
<b>ALL SAMPLE</b>	776	44,7%	347	36,3%	282	12,6%	98	6,3%	49
<b>France</b>	125	54,4%	68	32,0%	40	11,2%	14	2,4%	3
<b>Germany</b>	179	41,9%	75	35,8%	64	16,2%	29	6,1%	11
<b>Italy</b>	218	39,4%	86	40,4%	88	11,9%	26	8,3%	18
<b>Austria</b>	29	24,1%	7	48,3%	14	20,7%	6	6,9%	2
<b>The Netherlands</b>	26	42,3%	11	34,6%	9	15,4%	4	7,7%	2
<b>Spain</b>	33	42,4%	14	24,2%	8	21,2%	7	12,1%	4
<b>Switzerland</b>	70	57,1%	40	32,9%	23	5,7%	4	4,3%	3
<b>UK</b>	35	40,0%	21	28,6%	10	5,7%	2	5,7%	2

ATM® FELDENKRAIS PRACTICE															
Country (*)	Nr. Respondents	% (**)	0 hours per month	% (**)	1-4 hours per month	% (**)	5-12 hours per month	% (**)	13-24 hours per month	% (**)	25-32 hours per month	% (**)	33-40 hours per month	% (**)	> 40 hours per month
<b>ALL SAMPLE</b>	776	6,7%	52	22,2%	172	35,3%	274	22,7%	176	7,3%	57	3,6%	28	2,2%	17
<b>France</b>	125	3,2%	4	24,8%	31	35,2%	44	20,0%	25	8,8%	11	5,6%	7	2,4%	3
<b>Germany</b>	179	5,6%	10	20,1%	36	30,7%	55	30,2%	54	8,4%	15	3,4%	6	1,7%	3
<b>Italy</b>	218	5,5%	12	19,7%	43	35,3%	77	21,1%	46	10,6%	23	4,1%	9	3,7%	8
<b>Austria</b>	29	6,9%	2	37,9%	11	41,4%	12	10,3%	3	3,4%	1	0,0%	0	0,0%	0
<b>The Netherlands</b>	26	15,4%	4	11,5%	3	50,0%	13	11,5%	3	3,8%	1	3,8%	1	3,8%	1
<b>Spain</b>	33	12,1%	4	21,2%	7	39,4%	13	18,2%	6	9,1%	3	0,0%	0	0,0%	0
<b>Switzerland</b>	70	4,3%	3	27,1%	19	30,0%	21	28,6%	20	4,3%	3	4,3%	3	1,4%	1
<b>UK</b>	35	8,6%	3	22,9%	8	40,0%	14	22,9%	8	0,0%	0	2,9%	1	2,9%	1

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

REASONS WHY ATM® TEACHING IS NOT CONTINUOUS											
Country (*)	Nr. Respondents	% (**)	My choice	% (**)	Shortage of demand	% (**)	Shortage of resources (e.g. rooms, digital capacity, time)	% (**)	Other	% (**)	It is not my case
<b>ALL SAMPLE</b>	776	17,4%	135	17,4%	135	8,6%	67	7,7%	60	48,8%	379
<b>France</b>	125	13,6%	17	12,8%	16	4,0%	5	9,6%	12	60,0%	75
<b>Germany</b>	179	24,0%	43	17,3%	31	10,1%	18	6,1%	11	42,5%	76
<b>Italy</b>	218	10,6%	23	19,7%	43	9,2%	20	3,7%	8	56,9%	124
<b>Austria</b>	29	20,7%	6	20,7%	6	13,8%	4	13,8%	4	31,0%	9
<b>The Netherlands</b>	26	42,3%	11	11,5%	3	0,0%	0	15,4%	4	30,8%	8
<b>Spain</b>	33	12,1%	4	36,4%	12	6,1%	2	3,0%	1	42,4%	14
<b>Switzerland</b>	70	20,0%	14	18,6%	13	8,6%	6	12,9%	9	40,0%	28
<b>UK</b>	35	11,4%	4	5,7%	2	8,6%	3	11,4%	4	62,9%	22

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

FI® FELDENKRAIS PRACTICE															
Country (*)	Nr. Respondents	% (**)	0 hours per month	% (**)	1-4 hours per month	% (**)	5-12 hours per month	% (**)	13-24 hours per month	% (**)	25-32 hours per month	% (**)	33-40 hours per month	% (**)	> 40 hours per month
<b>ALL SAMPLE</b>	776	12,0%	93	31,6%	245	26,4%	205	13,8%	107	7,5%	58	4,4%	34	4,4%	34
<b>France</b>	125	12,0%	15	37,6%	47	21,6%	27	13,6%	17	8,8%	11	6,4%	8	0,0%	0
<b>Germany</b>	179	13,4%	24	35,2%	63	29,1%	52	13,4%	24	3,9%	7	2,2%	4	2,8%	5
<b>Italy</b>	218	12,4%	27	30,3%	66	27,5%	60	14,2%	31	6,9%	15	2,8%	6	6,0%	13
<b>Austria</b>	29	6,9%	2	34,5%	10	31,0%	9	10,3%	3	6,9%	2	6,9%	2	3,4%	1
<b>The Netherlands</b>	26	15,4%	4	23,1%	6	23,1%	6	23,1%	6	3,8%	1	3,8%	1	7,7%	2
<b>Spain</b>	33	12,1%	4	39,4%	13	24,2%	8	12,1%	4	9,1%	3	0,0%	0	3,0%	1
<b>Switzerland</b>	70	4,3%	3	15,7%	11	28,6%	20	14,3%	10	18,6%	13	11,4%	8	7,1%	5
<b>UK</b>	35	14,3%	5	22,9%	8	28,6%	10	17,1%	6	11,4%	4	2,9%	1	2,9%	1

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

REASONS WHY FI® IS NOT TAUGHT											
Country (*)	Nr. Respondents	% (**)	My choice	% (**)	Shortage of demand	% (**)	Shortage of resources (e.g. rooms, time)	% (**)	Other	% (**)	It is not my case
<b>ALL SAMPLE</b>	776	17,4%	135	30,2%	234	8,8%	68	9,3%	72	34,4%	267
<b>France</b>	125	16,8%	21	36,0%	45	6,4%	8	7,2%	9	33,6%	42
<b>Germany</b>	179	20,7%	37	35,8%	64	8,4%	15	10,6%	19	24,6%	44
<b>Italy</b>	218	14,2%	31	25,2%	55	9,2%	20	8,3%	18	43,1%	94
<b>Austria</b>	29	17,2%	5	27,6%	8	17,2%	5	6,9%	2	31,0%	9
<b>The Netherlands</b>	26	19,2%	5	34,6%	9	7,7%	2	15,4%	4	23,1%	6
<b>Spain</b>	33	9,1%	3	51,5%	17	3,0%	1	9,1%	3	27,3%	9
<b>Switzerland</b>	70	17,1%	12	17,1%	12	10,0%	7	11,4%	8	44,3%	31
<b>UK</b>	35	20,0%	7	31,4%	11	2,9%	1	8,6%	3	37,1%	13

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

## A10. TARGETS

TARGETS (**)	Entire sample		France (*)		Germany (*)		Italy (*)		Austria		The Netherlands		Spain		Switzerland		United Kingdom	
	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.
Children	15,2%	118	5,6%	7	12,3%	22	10,1%	22	27,6%	8	11,5%	3	24,2%	8	15,7%	11	20,0%	7
Children with special needs	17,4%	135	7,2%	9	10,6%	19	18,3%	40	10,3%	3	15,4%	4	27,3%	9	14,3%	10	22,9%	8
Adolescents	14,8%	115	7,2%	9	7,8%	14	18,3%	40	6,9%	2	15,4%	4	18,2%	6	18,6%	13	11,4%	4
Adolescents with special needs	8,6%	67	4,0%	5	5,0%	9	9,2%	20	6,9%	2	15,4%	4	15,2%	5	7,1%	5	2,9%	1
Adults	87,2%	677	19,2%	24	86,6%	155	87,2%	190	89,7%	26	76,9%	20	93,9%	31	90,0%	63	91,4%	32
Adults with special needs (e.g. Parkinson)	38,9%	302	10,4%	13	39,1%	70	39,0%	85	27,6%	8	26,9%	7	27,3%	9	45,7%	32	45,7%	16
Person suffering with chronic pain/ fibromyalgia	41,5%	322	12,8%	16	35,2%	63	40,4%	88	31,0%	9	30,8%	8	60,6%	20	47,1%	33	48,6%	17
Elder	46,3%	359	9,6%	12	46,9%	84	48,2%	105	37,9%	11	34,6%	9	54,5%	18	65,7%	46	54,3%	19
Elder with special needs	22,8%	177	7,2%	9	20,7%	37	20,2%	44	13,8%	4	15,4%	4	15,2%	5	31,4%	22	28,6%	10
Musicians	25,6%	199	8,0%	10	16,2%	29	21,6%	47	31,0%	9	11,5%	3	33,3%	11	31,4%	22	40,0%	14
Dancers	19,5%	151	9,6%	12	7,8%	14	18,8%	41	13,8%	4	19,2%	5	21,2%	7	20,0%	14	22,9%	8
Actors	14,8%	115	3,2%	4	7,8%	14	11,9%	26	17,2%	5	7,7%	2	27,3%	9	12,9%	9	22,9%	8
Singers	14,2%	110	6,4%	8	7,3%	13	10,1%	22	13,8%	4	19,2%	5	15,2%	5	12,9%	9	31,4%	11
Sports persons	18,9%	147	4,0%	5	12,8%	23	16,5%	36	24,1%	7	0,0%	0	33,3%	11	25,7%	18	22,9%	8
Yoga teachers	11,5%	89	1,6%	2	6,1%	11	7,8%	17	17,2%	5	19,2%	5	18,2%	6	8,6%	6	28,6%	10
Educators/trainers/teachers	19,6%	152	3,2%	4	11,7%	21	18,3%	40	20,7%	6	11,5%	3	36,4%	12	20,0%	14	31,4%	11
Healthcare workjers	18,9%	147	4,0%	5	15,6%	28	13,3%	29	20,7%	6	19,2%	5	30,3%	10	28,6%	20	22,9%	8
Animals	2,6%	20	0,0%	0	3,4%	6	2,8%	6	3,4%	1	0,0%	0	6,1%	2	2,9%	2	0,0%	0
Other	9,5%	74	0,0%	0	10,6%	19	8,3%	18	6,9%	2	15,4%	4	3,0%	1	14,3%	10	5,7%	2
<b>Total respondents</b>	<b>776</b>		<b>125</b>		<b>179</b>		<b>218</b>		<b>29</b>		<b>26</b>		<b>33</b>		<b>70</b>		<b>35</b>	

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

## A11. INTERDISCIPLINARITY

Have you ever worked in equipe with other professionals?											
Country (*)	Nr. Respondents	% (**)	Never	% (**)	Rarely	% (**)	Sometimes	% (**)	Often	% (**)	Always
<b>ALL SAMPLE</b>	776	32,9%	255	23,7%	184	28,6%	222	12,4%	96	2,4%	19
<b>France</b>	125	29,6%	37	16,8%	21	40,8%	51	9,6%	12	3,2%	4
<b>Germany</b>	179	36,3%	65	29,6%	53	20,1%	36	11,2%	20	2,8%	5
<b>Italy</b>	218	32,1%	70	21,6%	47	31,2%	68	12,8%	28	2,3%	5
<b>Austria</b>	29	34,5%	10	17,2%	5	41,4%	12	6,9%	2	0,0%	0
<b>The Netherlands</b>	26	34,6%	9	7,7%	2	42,3%	11	15,4%	4	0,0%	0
<b>Spain</b>	33	30,3%	10	24,2%	8	30,3%	10	15,2%	5	0,0%	0
<b>Switzerland</b>	70	25,7%	18	40,0%	28	18,6%	13	11,4%	8	4,3%	3
<b>UK</b>	35	40,0%	14	20,0%	7	31,4%	11	8,6%	3	0,0%	0

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

Professionals with whom Feldenkrais practitioners work	Entire sample		France (*)		Germany (*)		Italy (*)		Austria		The Netherlands		Spain		Switzerland		United Kingdom	
	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.
Psychologist	21,3%	165	5,6%	7	19,6%	35	19,7%	43	17,2%	5	34,6%	9	36,4%	12	20,0%	14	8,6%	3
Psychotherapist	18,7%	145	6,4%	8	19,6%	35	16,1%	35	27,6%	8	26,9%	7	18,2%	6	25,7%	18	14,3%	5
Psychiatrist	7,0%	54	3,2%	4	7,3%	13	5,5%	12	6,9%	2	0,0%	0	0,0%	0	20,0%	14	5,7%	2
Orthopaedic	11,1%	86	1,6%	2	13,4%	24	16,1%	35	6,9%	2	7,7%	2	3,0%	1	15,7%	11	8,6%	3
Endocrinologist	0,5%	4	0,0%	0	0,6%	1	0,5%	1	3,4%	1	0,0%	0	0,0%	0	1,4%	1	0,0%	0
Rheumatologist	5,9%	46	1,6%	2	3,4%	6	5,0%	11	10,3%	3	3,8%	1	0,0%	0	18,6%	13	0,0%	0
Algologist	0,5%	4	0,0%	0	0,6%	1	0,5%	1	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0
Physician	20,0%	155	3,2%	4	15,1%	27	20,2%	44	17,2%	5	23,1%	6	15,2%	5	31,4%	22	14,3%	5
Osteopath	20,1%	156	7,2%	9	15,1%	27	25,2%	55	17,2%	5	34,6%	9	30,3%	10	12,9%	9	11,4%	4
Physiotherapist	27,6%	214	2,4%	3	28,5%	51	30,7%	67	24,1%	7	30,8%	8	18,2%	6	38,6%	27	20,0%	7
Massotherapist	4,4%	34	4,0%	5	3,9%	7	1,8%	4	10,3%	3	11,5%	3	3,0%	1	4,3%	3	5,7%	2
Chiropratic	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0	0,0%	0
Naturopath	8,0%	62	3,2%	4	11,2%	20	8,3%	18	3,4%	1	11,5%	3	9,1%	3	5,7%	4	2,9%	1
Nutritionist	2,8%	22	0,8%	1	2,8%	5	3,2%	7	3,4%	1	0,0%	0	9,1%	3	1,4%	1	0,0%	0
Schoolteacher	13,1%	102	1,6%	2	15,6%	28	13,3%	29	20,7%	6	0,0%	0	6,1%	2	8,6%	6	11,4%	4
Alternative therapist (e.g. Shiatsu, craniosacral, etc.)	14,9%	116	4,8%	6	7,3%	13	11,5%	25	20,7%	6	30,8%	8	18,2%	6	22,9%	16	31,4%	11
Art performer /trainer	20,7%	161	10,4%	13	12,8%	23	15,6%	34	31,0%	9	11,5%	3	27,3%	9	15,7%	11	20,0%	7
Personal trainer	4,3%	33	1,6%	2	3,4%	6	2,8%	6	10,3%	3	11,5%	3	0,0%	0	4,3%	3	8,6%	3
Yoga teacher	10,7%	83	2,4%	3	8,9%	16	9,6%	21	17,2%	5	15,4%	4	9,1%	3	8,6%	6	14,3%	5
Athlete /sport trainer	8,0%	62	1,6%	2	5,0%	9	6,9%	15	10,3%	3	0,0%	0	15,2%	5	7,1%	5	5,7%	2
Other	12,8%	99	2,4%	3	15,1%	27	11,9%	26	10,3%	3	7,7%	2	12,1%	4	10,0%	7	5,7%	2
<b>Total respondents</b>	<b>776</b>		<b>125</b>		<b>179</b>		<b>218</b>		<b>29</b>		<b>26</b>		<b>33</b>		<b>70</b>		<b>35</b>	

(\*) In gray, the project partner countries

*A12. VISION FOR THE FUTURE: how Feldenkrais practitioners imagine themselves and their work in 5-10 years*

Vision as Feldenkrais practitioner in 5-10 years	Entire sample		France (*)		Germany (*)		Italy (*)		Austria		The Netherlands		Spain		Switzerland		United Kingdom	
	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.
A full time profession	35,8%	278	39,2%	49	24,0%	43	39,4%	86	24,1%	7	38,5%	10	57,6%	19	32,9%	23	37,1%	13
A second job	19,6%	152	24,0%	30	21,8%	39	16,1%	35	20,7%	6	26,9%	7	21,2%	7	15,7%	11	20,0%	7
A side business (e.g. hobby)	22,8%	177	14,4%	18	35,8%	64	21,1%	46	37,9%	11	19,2%	5	6,1%	2	20,0%	14	8,6%	3
I see myself retiring	17,0%	132	12,8%	16	22,9%	41	13,8%	30	20,7%	6	19,2%	5	6,1%	2	31,4%	22	17,1%	6
A stable activity within a multidisciplinary team/ practice	22,7%	176	24,8%	31	12,8%	23	24,8%	54	20,7%	6	30,8%	8	36,4%	12	12,9%	9	25,7%	9
A job with an unconventional lifestyle that can break free from limitations and obligations of traditional jobs (e.g. remote, mobile, smart worker, digital nomad)	21,5%	167	21,6%	27	22,3%	40	22,5%	49	10,3%	3	19,2%	5	27,3%	9	21,4%	15	22,9%	8
An Assistant Trainer / Trainer	16,8%	130	24,0%	30	9,5%	17	18,3%	40	17,2%	5	3,8%	1	33,3%	11	11,4%	8	20,0%	7
<b>Total respondents</b>	<b>776</b>		<b>125</b>		<b>179</b>		<b>218</b>		<b>29</b>		<b>26</b>		<b>33</b>		<b>70</b>		<b>35</b>	



*A13. SELF ASSESSMENT: one's level of professionalism and over/under-estimation between the initial and the final evaluation*

Self assessment on the level of professionalism (initial)															
Country (*)	Nr. Resp.	% (**)	Basic	% (**)	Intermediate	% (**)	Advanced	% (**)	Master	% (**)	Over-estimation	% (**)	Under-estimation	% (**)	Esteem confirmed
<b>ALL SAMPLE</b>	776	18,6%	144	34,8%	270	38,8%	301	7,9%	61	10,2%	79	8,0%	62	81,8%	635
<b>France</b>	125	16,8%	21	40,8%	51	36,8%	46	5,6%	7	12,8%	16	9,6%	12	77,6%	97
<b>Germany</b>	179	15,6%	28	27,9%	50	49,2%	88	7,3%	13	8,4%	15	7,3%	13	84,4%	151
<b>Italy</b>	218	15,1%	33	41,3%	90	30,7%	67	12,8%	28	14,2%	31	7,3%	16	78,4%	171
<b>Austria</b>	29	17,2%	5	34,5%	10	41,4%	12	6,9%	2	3,4%	1	10,3%	3	86,2%	25
<b>The Netherlands</b>	26	46,2%	12	19,2%	5	34,6%	9	0,0%	0	3,8%	1	7,7%	2	88,5%	23
<b>Spain</b>	33	15,2%	5	42,4%	14	39,4%	13	3,0%	1	12,1%	4	6,1%	2	81,8%	27
<b>Switzerland</b>	70	17,1%	12	24,3%	17	48,6%	34	10,0%	7	5,7%	4	4,3%	3	90,0%	63
<b>UK</b>	35	40,0%	9	40,0%	14	34,3%	12	0,0%	0	2,9%	1	2,9%	1	94,3%	33

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

**A14. ENTREPRENEURSHIP: creating ideas and opportunities; finding resources; taking action.**

CREATING IDEAS AND OPPORTUNITIES											
Statement	Nr. Respondents	% (**)	Strongly disagree	% (**)	Disagree	% (**)	Neither agree nor disagree	% (**)	Agree	% (**)	Strongly agree
I'm able to size opportunities and devise work projects	776	0,9%	7	4,5%	35	23,2%	180	48,5%	376	22,9%	178
I conceive innovative approaches to better respond to the specific needs of clients.	776	0,6%	5	4,9%	38	20,7%	161	53,9%	418	19,8%	154
When planning a new project, I take into account the feasibility and impact in the medium to long term on all those involved (e.g. direct client, professional collaborations, partnership structures, etc.)	776	1,0%	8	5,2%	40	30,5%	237	48,6%	377	14,7%	114

I'm able to size opportunities and devise work projects											
Country (*)	Nr. Respondents	% (**)	Strongly disagree	% (**)	Disagree	% (**)	Neither agree nor disagree	% (**)	Agree	% (**)	Strongly agree
<b>ALL SAMPLE</b>	776	0,9%	7	4,5%	35	23,2%	180	48,5%	376	22,9%	178
<b>France</b>	125	1,6%	2	1,6%	2	12,0%	15	47,2%	59	37,6%	47
<b>Germany</b>	179	0,6%	1	3,4%	6	22,3%	40	50,8%	91	22,9%	41
<b>Italy</b>	218	0,9%	2	5,5%	12	26,1%	57	49,1%	107	18,3%	40
<b>Austria</b>	29	0,0%	0	0,0%	0	34,5%	10	44,8%	13	20,7%	6
<b>The Netherlands</b>	26	3,8%	1	7,7%	2	38,5%	10	42,3%	11	7,7%	2
<b>Spain</b>	33	0,0%	0	6,1%	2	21,2%	7	45,5%	15	27,3%	9
<b>Switzerland</b>	70	0,0%	0	7,1%	5	18,6%	13	54,3%	38	20,0%	14
<b>UK</b>	35	2,9%	1	5,7%	2	34,3%	12	25,7%	9	31,4%	11

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

When planning a new project, I take into account the feasibility and impact in the medium to long term on all those involved (e.g. direct client, professional collaborations, partnership structures, etc.)											
Country (*)	Nr. Respondents	% (**)	Strongly disagree	% (**)	Disagree	% (**)	Neither agree nor disagree	% (**)	Agree	% (**)	Strongly agree
<b>ALL SAMPLE</b>	776	1,0%	8	5,2%	40	30,5%	237	48,6%	377	14,7%	114
<b>France</b>	125	1,6%	2	5,6%	7	24,8%	31	40,0%	50	28,0%	35
<b>Germany</b>	179	0,0%	0	7,8%	14	30,2%	54	52,0%	93	10,1%	18
<b>Italy</b>	218	1,8%	4	5,5%	12	31,7%	69	49,5%	108	11,5%	25
<b>Austria</b>	29	0,0%	0	0,0%	0	34,5%	10	58,6%	17	6,9%	2
<b>The Netherlands</b>	26	0,0%	0	11,5%	3	34,6%	9	50,0%	13	3,8%	1
<b>Spain</b>	33	0,0%	0	6,1%	2	30,3%	10	51,5%	17	12,1%	4
<b>Switzerland</b>	70	0,0%	0	0,0%	0	30,0%	21	52,9%	37	17,1%	12
<b>UK</b>	35	2,9%	1	2,9%	1	40,0%	14	31,4%	11	22,9%	8

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

### FINDING RESOURCES

Statement	Nr. Respondents	%	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree
				%		%		%		%	
When I find myself in a new challenging situation, I reason about my strengths and weaknesses, maintaining confidence that I can succeed, even in the face of setbacks and failures.	776	0,5%	4	3,6%	28	14,8%	115	61,3%	476	19,7%	153
I know how to find and manage the resources and skills I need to translate the idea into reality (e.g. digital and technological, organisational, fiscal; legal; materials)	776	1,4%	11	10,3%	80	26,9%	209	48,1%	373	13,3%	103
I know how to evaluate the cost and manage the business and financial aspects of a work project.	776	1,9%	15	15,6%	121	27,3%	212	42,5%	330	12,6%	98
When I pursue a work project, I know how to involve and enthuse the other parties that may be involved (stakeholders).	776	1,3%	10	10,1%	78	31,6%	245	44,5%	345	12,6%	98
When working with others in situations that present difficulties and/or conflicts, I am able to influence, inspire, and guide others toward achieving common goals.	776	0,4%	3	5,0%	39	28,7%	223	53,0%	411	12,9%	100

**When I find myself in a new challenging situation, I reason about my strengths and weaknesses, maintaining confidence that I can succeed, even in the face of setbacks and failures.**

Country (*)	Nr. Respondents	% (**)	Strongly disagree	% (**)	Disagree	% (**)	Neither agree nor disagree	% (**)	Agree	% (**)	Strongly agree
<b>ALL SAMPLE</b>	776	0,5%	4	3,6%	28	14,8%	115	61,3%	476	19,7%	153
<b>France</b>	125	0,8%	1	2,4%	3	12,0%	15	57,6%	72	27,2%	34
<b>Germany</b>	179	0,0%	0	5,6%	10	13,4%	24	65,4%	117	15,6%	28
<b>Italy</b>	218	0,5%	1	3,7%	8	17,4%	38	59,2%	129	19,3%	42
<b>Austria</b>	29	0,0%	0	3,4%	1	13,8%	4	55,2%	16	27,6%	8
<b>The Netherlands</b>	26	3,8%	1	3,8%	1	15,4%	4	73,1%	19	3,8%	1
<b>Spain</b>	33	0,0%	0	0,0%	0	12,1%	4	72,7%	24	15,2%	5
<b>Switzerland</b>	70	0,0%	0	1,4%	1	10,0%	7	64,3%	45	24,3%	17
<b>UK</b>	35	2,9%	1	0,0%	0	20,0%	7	60,0%	21	17,1%	6

**I know how to evaluate the cost and manage the business and financial aspects of a work project.**

Country (*)	Nr. Respondents	% (**)	Strongly disagree	% (**)	Disagree	% (**)	Neither agree nor disagree	% (**)	Agree	% (**)	Strongly agree
<b>ALL SAMPLE</b>	776	1,9%	15	15,6%	121	27,3%	212	42,5%	330	12,6%	98
<b>France</b>	125	2,4%	3	16,8%	21	28,8%	36	39,2%	49	12,8%	16
<b>Germany</b>	179	1,7%	3	15,1%	27	24,0%	43	44,7%	80	14,5%	26
<b>Italy</b>	218	2,3%	5	16,1%	35	30,7%	67	42,7%	93	8,3%	18
<b>Austria</b>	29	0,0%	0	13,8%	4	20,7%	6	44,8%	13	20,7%	6
<b>The Netherlands</b>	26	3,8%	1	19,2%	5	38,5%	10	34,6%	9	3,8%	1
<b>Spain</b>	33	6,1%	2	24,2%	8	15,2%	5	42,4%	14	12,1%	4
<b>Switzerland</b>	70	0,0%	0	8,6%	6	27,1%	19	42,9%	30	21,4%	15
<b>UK</b>	35	0,0%	0	5,7%	2	28,6%	10	45,7%	16	20,0%	7

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

<b>When I pursue a work project, I know how to involve and enthuse the other parties that may be involved (stakeholders).</b>											
<b>Country (*)</b>	<b>Nr. Respondents</b>	<b>%</b>	<b>Strongly disagree</b>	<b>%</b>	<b>Disagree</b>	<b>%</b>	<b>Neither agree nor disagree</b>	<b>%</b>	<b>Agree</b>	<b>%</b>	<b>Strongly agree</b>
<b>ALL SAMPLE</b>	776	1,3%	10	10,1%	78	31,6%	245	44,5%	345	12,6%	98
<b>France</b>	125	1,6%	2	12,8%	16	20,0%	25	44,8%	56	20,8%	26
<b>Germany</b>	179	1,1%	2	12,3%	22	31,3%	56	43,6%	78	11,7%	21
<b>Italy</b>	218	0,9%	2	7,8%	17	33,5%	73	46,8%	102	11,0%	24
<b>Austria</b>	29	0,0%	0	10,3%	3	34,5%	10	41,4%	12	13,8%	4
<b>The Netherlands</b>	26	3,8%	1	7,7%	2	50,0%	13	38,5%	10	0,0%	0
<b>Spain</b>	33	3,0%	1	9,1%	3	30,3%	10	45,5%	15	12,1%	4
<b>Switzerland</b>	70	0,0%	0	8,6%	6	30,0%	21	51,4%	36	10,0%	7
<b>UK</b>	35	0,0%	0	0,0%	0	45,7%	16	40,0%	14	14,3%	5

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

TAKING ACTION											
Statement	Nr. Respondents	% (**)	Strongly disagree	% (**)	Disagree	% (**)	Neither agree nor disagree	% (**)	Agree	% (**)	Strongly agree
I am generally able to take the initiative to implement an idea/project.	776	0,5%	4	5,3%	41	16,2%	126	58,1%	451	19,8%	154
When I must carry out a project, I know how to organize goals, priorities, short, medium, long term deadlines.	776	0,5%	4	7,9%	61	25,0%	194	49,7%	386	16,9%	131
When I must carry out a project, I can handle the unexpected by making decisions even under conditions of uncertainty, ambiguity and risk.	776	0,8%	6	5,3%	41	24,6%	191	53,9%	418	15,5%	120
When I must carry out a project, I can identify with whom to cooperate and team up.	776	0,0%	0	2,4%	19	22,3%	173	59,5%	462	15,7%	122
When I work together with others, I'm able to cooperate and achieve common goals by resolving conflicts, adversities and internal competitions.	776	0,0%	0	3,7%	29	21,4%	166	59,8%	464	15,1%	117
I can learn from defeats and failures.	776	0,0%	0	1,0%	8	6,2%	48	61,0%	473	31,8%	247
I can learn from interaction with others (e.g., peers, superiors, mentors).	776	0,0%	0	0,1%	1	4,3%	33	54,6%	424	41,0%	318

#### A14. SELF IMAGE ACCORDING TO THE FELDENKRAIS COMPETENCY PROFILE

Self-image of the Feldenkrais practitioner											
Statement	Nr. Resp.	%	Not at all	%	A little	%	Quite	%	A lot	%	Not applicable
<b>Feldenkrais learning applications</b>											
<i>I feel myself competent in teaching</i>											
Awareness Through Movement® lessons	776	1,2%	9	7,6%	59	46,0%	357	45,2%	351		
Functional Integration® lessons	776	4,1%	32	30,2%	234	44,3%	344	21,4%	166		
<b>Personal professional empowerment</b>											
<i>I devote time and attention to</i>											
my professional development (e.g. post training, studying)	776	1,3%	10	19,8%	154	43,7%	339	35,2%	273		
my personal development	776	0,3%	2	12,6%	98	45,7%	355	41,4%	321		
my physical, emotional and mental well-being	776	0,4%	3	13,1%	102	46,1%	358	40,3%	313		
<b>Business organization</b>											
<i>I feel myself competent in handling</i>											
fiscal-administrative management	776	13,5%	105	35,2%	273	38,5%	299	12,8%	99		
planning and coordinating activities	776	3,0%	23	18,0%	140	51,3%	398	27,7%	215		
marketing and promotion	776	26,3%	204	44,3%	344	22,8%	177	6,6%	51		
interdisciplinary collaboration	776	12,0%	93	34,5%	268	37,6%	292	15,9%	123		
<b>Associative collaboration</b>											
<i>I'm involved in Feldenkrais association regarding to</i>											
membership roles and assignments	776	43,4%	337	28,0%	217	12,6%	98	13,5%	105	2,4%	19
Meiscellaneous activities (e.g. collaborations, articles, events, conferences)	776	47,7%	370	30,0%	233	13,7%	106	6,4%	50	2,2%	17
Representational activities (e.g. local/regional/national administrations; lobbying; networking)	776	63,1%	490	20,5%	159	7,2%	56	6,3%	49	2,8%	22
<b>Quality, Research and Teacher Training</b>											
<i>I'm familiar with the professional tools available to Feldenkrais practitioners such as</i>											
Standard of Practice (IFF, 1994)	776	39,3%	305	30,0%	233	23,6%	183	7,1%	55		
Competency Profile (IFF, 2008)	776	29,8%	231	33,1%	257	29,0%	225	8,1%	63		
Ethical code	776	19,6%	152	27,1%	210	36,0%	279	17,4%	135		
I take care to implement actions and tools to detect customer satisfaction and improve the quality of my work.	776	11,6%	90	31,4%	244	38,1%	296	18,8%	146		



I contributed in carryong out research projects on the method and its applications (e.g. data collection, pubblication of results)	776	67,4%	523	21,6%	168	8,1%	63	2,8%	22		
I contributed to post-training, training, peering, mentoring and supervision activities	776	31,8%	247	37,8%	293	19,1%	148	11,3%	88		

## A15. LIFE COMPETENCIES OF THE FELDENKRAIS PRACTITIONER

Self-image of the Feldenkrais practitioner LIFE COMPETENCIES							
Statement	Nr. Respondents	%	Bud	%	Flower	%	Fruit
Self-regulation	776	4,8%	37	49,7%	386	45,5%	353
Self-efficacy	776	7,1%	55	46,5%	361	46,4%	360
Flexibility	776	7,6%	59	47,0%	365	45,4%	352
Well-being	776	7,0%	54	47,7%	370	45,4%	352
Empathy	776	2,6%	20	31,4%	244	66,0%	512
Communication	776	16,0%	124	47,8%	371	36,2%	281
Collaboration	776	12,6%	98	48,6%	377	38,8%	301
Growth mindset	776	3,0%	23	24,6%	191	72,4%	562
Critical thinking	776	6,3%	49	49,7%	386	43,9%	341
Managing learning	776	8,6%	67	46,6%	362	44,7%	347

### The statements included in the questionnaire:

**Self-regulation:** I'm aware of and able to manage my emotions, thoughts, and behaviour to support learning, action, and response to stress.

**Self-efficacy:** I believe in my ability and skills to succeed in a particular task or situation.

**Flexibility:** I'm able to manage transitions and uncertainty, to face challenges, to adopt new ideas, approaches, tools, and actions in response to changing contexts.

**Wellbeing:** I pursue life satisfaction, taking care of my physical, mental and social health, and adopting a sustainable lifestyle.

**Empathy:** I understand another person's emotions, experiences and values; I'm able to provide appropriate responses.

**Communication:** I'm able to use relevant communication strategies, domain-specific codes, language registers, depending on the context and content, engaging in conversations with confidence, assertiveness, clarity, and reciprocity both in personal and social situations.

**Collaboration:** I'm able to engage myself in group activity and team work, acknowledging and respecting others, coping with conflicts and negotiating disagreements, fairly sharing tasks, resources and responsibilities, and adopting a systemic approach towards a common goal.

**Growth mindset:** I believe in my and others' potential to continuously learn and progress all life long, aware that it requires openness, curiosity, and determination.

**Critical thinking:** I'm able to evaluate information, data and arguments to support reasoned conclusions, overcoming any partisanship and, if necessary, also developing creative ideas in view of solving problems

### A16. INSIGHTS IN COMMUNICATION SKILLS, RELATION TO CLIENTS, AND RESILIENCE

Insights in Communication skills									
Statement	Nr. Respondents	%	Not at all	%	A little	%	Quite	%	A lot
<b>Confidence in communicating</b>									
To explain the added value of the Method to another potential client	776	0,5%	4	12,4%	96	55,9%	434	31,2%	242
To explain the added value of the Method to another professional	776	1,5%	12	19,7%	153	54,1%	420	24,6%	191
Appropriateness and effectiveness of the language used and of one's ways to communicate	776	0,8%	6	19,8%	154	58,2%	452	21,1%	164
<b>Confidence in content</b>									
Understanding and internalisation of the theoretical principles that guide the practice of the Method	776	0,5%	4	10,2%	79	53,1%	412	36,2%	281
Knowledge and understanding of the scientific basis of the Method (e.g. neuroscientific basis, nervous system functioning, anatomy, physiology)	776	1,0%	8	25,3%	196	52,8%	410	20,9%	162

How capable are you of getting back on your feet in the face of failure?									
Country (*)	Nr. Respondents	% (**)	not at all	% (**)	a little	% (**)	quite	% (**)	a lot
<b>ALL SAMPLE</b>	776	0,3%	2	12,2%	95	63,0%	489	24,5%	190
<b>France</b>	125	0,0%	0	11,2%	14	64,0%	80	24,8%	31
<b>Germany</b>	179	0,0%	0	9,5%	17	70,4%	126	20,1%	36
<b>Italy</b>	218	0,5%	1	18,3%	40	60,1%	131	21,1%	46
<b>Austria</b>	29	0,0%	0	6,9%	2	55,2%	16	37,9%	11
<b>The Netherlands</b>	26	0,0%	0	23,1%	6	61,5%	16	15,4%	4
<b>Spain</b>	33	0,0%	0	9,1%	3	60,6%	20	30,3%	10
<b>Switzerland</b>	70	0,0%	0	2,9%	2	68,6%	48	28,6%	20
<b>UK</b>	35	2,9%	1	8,6%	3	60,0%	21	28,6%	10

(\*) In gray, the project partner countries.

(\*\*) Percentage is calculated on the basis of the number of respondents of the all sample (first row) and of the related country (other rows).

How do you rate your capacity to relate with your clients?											
Items	Nr. Respondents	%	Very bad	%	Bad	%	Quite good	%	Good	%	Very good
To create a climate of trust	776	0,0%	0	0,1%	1	13,5%	105	38,4%	298	47,9%	372
To listen and detect their needs	776	0,0%	0	0,1%	1	17,0%	132	42,8%	332	40,1%	311
To explain	776	0,1%	1	1,8%	14	25,0%	194	44,7%	347	28,4%	220
To involve the client in the learning process	776	0,0%	0	3,2%	25	25,9%	201	45,4%	352	25,5%	198
To manage the client's possible frustration	776	0,0%	0	7,1%	55	41,1%	319	37,2%	289	14,6%	113
To manage your own frustration	776	0,4%	3	7,2%	56	42,1%	327	37,5%	291	12,8%	99
To get properly paid	776	4,8%	37	24,0%	186	37,4%	290	26,2%	203	7,7%	60
To get respected (e-g- appointments)	776	0,5%	4	9,1%	71	30,7%	238	39,2%	304	20,5%	159

## A17. FELDENKRAIS METHOD AND CLIENTS' LIFE SKILLS

How do you think the Feldenkrais Method may support your clients in developing their personal skills?									
Life skill	Nr. Respondents	%	Not at all	%	A little	%	Quite	%	A lot
Self-regulation	776	0,4%	3	9,5%	74	38,0%	295	52,1%	404
Flexibility	776	0,4%	3	7,2%	56	39,3%	305	53,1%	412
Well-being	776	0,1%	1	1,7%	13	31,4%	244	66,8%	518
Empathy	776	0,8%	6	24,1%	187	41,9%	325	33,2%	258
Communication	776	3,2%	25	33,9%	263	38,4%	298	24,5%	190
Collaboration	776	3,9%	30	34,1%	265	40,6%	315	21,4%	166
Growth mindset	776	0,9%	7	13,3%	103	41,4%	321	44,5%	345
Critical thinking	776	2,8%	22	26,3%	204	42,1%	327	28,7%	223
Managing learning	776	0,8%	6	17,3%	134	42,5%	330	39,4%	306

## A18. FAMILIARITY WITH LOCAL, NATIONAL, AND EUROPEAN CONTEXTS

How familiar are you with the legislations and tools that may regard Feldenkrais Teachers?									
Items	Nr. Respondents	%	Not at all	%	A little	%	Quite	%	A lot
National laws regarding liberal professions or other laws of reference for the practice (e.g. L4/2013 in Italy)	776	36,2%	281	34,3%	266	22,3%	173	7,2%	56
National job directories / repertories (e.g. Atlas of Labour in Italy)	776	63,9%	496	24,0%	186	9,7%	75	2,4%	19
Job repertories at local /regional level (e.g. Quadri Regionali Standard Professionali in Italy)	776	61,2%	475	24,6%	191	10,3%	80	3,9%	30
National economic classifications (e.g. ATECO 2022 in Italy; NACE in Europe)	776	67,1%	521	22,0%	171	8,1%	63	2,7%	21

How familiar are you with policies and funding opportunities that could help you in your work?									
Items	Nr. Respondents	%	Not at all	%	A little	%	Quite	%	A lot
Local/regional fundings	776	71,5%	555	21,5%	167	5,5%	43	1,4%	11
Local/regional social policies and active labour policies	776	74,0%	574	19,8%	154	5,2%	40	1,0%	8
National fundings	776	79,5%	617	15,9%	123	3,6%	28	1,0%	8
National social policies and active labour policies	776	78,9%	612	15,7%	122	4,1%	32	1,3%	10
European fundings	776	89,6%	695	9,0%	70	0,9%	7	0,5%	4
European policies, programmes, and actions (e.g. European priorities and strategic agenda 2019-2024; European Skills Agenda; actions on Mental Health; One Health; Digital Education; etc.)	776	87,8%	681	10,7%	83	1,0%	8	0,5%	4

<b>How far do you know the following governance bodies belonging to the Feldenkrais world (e.g. what they are and how they operate)?</b>									
<b>Items</b>	<b>Nr. Respondents</b>	<b>%</b>	<b>Not at all</b>	<b>%</b>	<b>A little</b>	<b>%</b>	<b>Quite</b>	<b>%</b>	<b>A lot</b>
Your national association/Feldenkrais guild (i.e. mission, structure and governance, projects, regulations)	776	5,2%	40	26,8%	208	39,9%	310	28,1%	218
EuroTAB Council	776	34,9%	271	42,1%	327	16,0%	124	7,0%	54
EuroTAB	776	30,0%	233	45,4%	352	16,9%	131	7,7%	60
International Feldenkrais Federation (IFF)	776	15,1%	117	51,2%	397	24,5%	190	9,3%	72

<b>What do you think the national association should do as a priority to best assist professionals?</b>									
<b>Items</b>	<b>Nr. Respondents</b>	<b>%</b>	<b>Not at all</b>	<b>%</b>	<b>A little</b>	<b>%</b>	<b>Quite</b>	<b>%</b>	<b>A lot</b>
To assure Feldenkrais standards	776	0,5%	4	9,4%	73	35,4%	275	54,6%	424
To promote continuous training	776	1,2%	9	9,1%	71	38,8%	301	50,9%	395
To promote networking among the members	776	0,9%	7	13,8%	107	37,9%	294	47,4%	368
To promote Feldenkrais Method and communicate it	776	0,3%	2	2,8%	22	24,7%	192	72,2%	560
To open framework agreements and promote cross-sector application projects	776	2,6%	20	20,6%	160	40,7%	316	36,1%	280
To foster scientific and applied research	776	2,1%	16	13,0%	101	34,1%	265	50,8%	394
To sustain the professional development of associates	776	1,9%	15	14,0%	109	39,2%	304	44,8%	348
To represent the category and promote it at the public and ministerial institutions	776	1,4%	11	8,1%	63	29,6%	230	60,8%	472
To provide assurance	776	5,7%	44	23,5%	182	33,8%	262	37,1%	288
To provide fiscal assistance services to support the professional activity (i.e. start-ups, opening tax position, etc.)	776	11,7%	91	27,3%	212	33,1%	257	27,8%	216
To provide legal assistance services (i.e. contracts and negotiations, etc.)	776	7,0%	54	27,2%	211	37,1%	288	28,7%	223
To provide communication services (i.e. preset video-pictures; templates; etc.)	776	3,1%	24	18,0%	140	39,0%	303	39,8%	309

<b>To what extent do you know the following terms, concepts, and resources promoted by Europe?</b>									
<b>Items</b>	<b>Nr. Respondents</b>	<b>%</b>	<b>Not at all</b>	<b>%</b>	<b>A little</b>	<b>%</b>	<b>Quite</b>	<b>%</b>	<b>A lot</b>
Concept of LifeLong Learning (LLL)	776	47,6%	369	23,3%	181	15,3%	119	13,8%	107
The eight European key competence for lifelong learning	776	71,8%	557	18,9%	147	6,1%	47	3,2%	25
Concepts of Formal, Non-formal, and Informal learning	776	64,2%	498	20,5%	159	10,3%	80	5,0%	39
Validation of Non Formal and Informal Learning (VNFIL)	776	77,4%	601	16,8%	130	3,9%	30	1,9%	15
Life competencies (LifeCOMP framework)	776	77,3%	600	14,2%	110	6,4%	50	2,1%	16
Entrepreneurship (EntreCOMP framework)	776	79,1%	614	15,5%	120	3,5%	27	1,9%	15
Digital competences (DigCOMP framework)	776	74,4%	577	18,6%	144	5,8%	45	1,3%	10



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