



IFF ACADEMY FOR FELDENKRAIS PRACTITIONERS

Open letter to IFF President Jenni Evans on the IFF Academy Process 2000 to 2008

Perspectives from outgoing IFF Academy Committee
Rob Black, Daniel Clénin, Barbara Pieper, Janie Randerson

March 25, 2009

CC to George Krutz, IFF Board Liaison to Academy Review Group

Dear Jenni,

In this letter we respond to your request to share some insights into the IFF Academy process more on a level of personal reflections than a traditional report format.

- We have concentrated on **twelve issues** that are of ongoing significance for us to understand the IFF Academy's evolution and development within the IFF,
- accompanied by **short examples** illustrating how the task has been undertaken or a challenge met and
- **personal experiences** related to each issue.

We present some perspectives on how the IFF Academy has approached and performed its mission so far. Addressed are challenges that most organisations face, too, especially those emerging into a Professional Field. We regard the IFF Academy Process as a particular option in transforming visions and purposes into lively activities of personal and professional development and within an International organisation.

Significant issues of reflection on the IFF Academy

1. Mandate: developing quality and competency tools for practitioners
2. Emerging into a Professional Field
3. The IFF Academy model – Feldenkrais Practitioners creating their professional culture
4. Starting with a process: the functional approach
5. Integrating different purposes into one process
6. Long breathing
7. Challenges of Technology (digital communication)
8. Coping with finances
9. Responses among practitioners, IFF and its Member Organisations
10. Working together
11. Improving through global and differentiated movements
12. Going with the process

You will find **links** to Academy reports and other relevant documents for detailed information on the IFF Academy process in the Appendix together with contact links.

1. Mandate: developing quality and competency tools for practitioners

”The mission of the IFF is to realise the full potential of the Feldenkrais Method throughout the world” (adopted at the 2003 Annual General Assembly). To make this happen successful practitioners are needed. One could say: the Method meets the world in each and every practitioner. Therefore the IFF put the practitioners at the centre of attention. The IFF started a joint venture with its Member Organisations to become active in areas where the IFF has political power to initiate and implement concrete action. Allocations of its financial resources and wo/men power have been directed to the professional realm of the Feldenkrais Method and its practise.

Examples illustrating this policy

- Empowering practitioners by providing quality and competency tools that could enable practitioners in turn to empower themselves.
- The tools are designed for further development by those using them.
- A core group (“Committee”) was composed and annually appointed by the IFF Board with respect to special expertise, self commitment to the task, willingness and ability to work in a team and a passion for the mission statement.

Personal experiences

- The mandate was a huge step forward in the evolution of the Feldenkrais Method’s application worldwide. We were thrilled and felt honoured being invited to participate in this unique process. We felt bound to this mandate and responsible to take action.
- It was embarrassing to notice that some people and Member Organisations sometimes forgot about the mandate and assumed the IFF Academy to be a more personal interest of Academy Committee members.

2. Emerging into a Professional Field

The IFF Quality and Competency Project carried out by the IFF Academy is embedded in an understanding of Feldenkrais as a professionally done activity. At the beginning there was much confusion about the meaning of “professional”, profession, professional field etc. in the Feldenkrais Community. Therefore the IFF Academy conducted processes to discover historical, cultural and individual differences and common or similar views/interests on what professional attitudes and behaviour meant. Discussion continues on conditions of legal frames, contents, boundaries to adjoining professional activities. Meanwhile the notion of *professional field* as a broad frame of applying the Feldenkrais Method is broadly established.

Examples of tools to experience and understand the Professional field of the Feldenkrais Method

- *Role Play*: 2001 embodying different stakeholders of relevance for applying the Feldenkrais Method – practitioner, client, state agent, Trainer, guild representative etc. Manuals in 5 languages - available online (GME only c.f item No.7),
- *Modes of Attention Process* (2004), one of IFF Assembly Designs addressing the professional field; arousing awareness during the meeting on how certain aspects of the meeting happened. Manual in English as IFF Update 2005#7 on GME (c.f item No.7) available online

- *3D Model of the Professional Field: 2005*. This three-dimensional interactive tool can be used to define professional development as individual practitioner, amongst Feldenkrais peers and as a Professional Feldenkrais Association. Manuals are provided in 6 languages available online and on CD,: The *3D Model* is applicable to other professional fields like Design or IT, too.

Personal experiences

- It has been a demanding task to combine deep thinking on professional development with designing accessible formats permitting practitioners to experience complex conditions when applying the Feldenkrais Method in their environment.
- This task could only be achieved by involving large numbers of practitioners, special task forces, ongoing reflections, a core team staying with the process etc.
- We experienced how deeply professional development issues touch personal and professional identity and different cultural contexts. Sometimes we felt blamed for searching for light within a foggy area, especially by those hoping a private practice could be run in isolation, away from social, legal and financial conditions.

3. The IFF Academy model – Feldenkrais Practitioners creating their professional culture

It is interesting to observe and compare how new ideas, movements or new occupations come up and emerge into professional application in response to certain needs. At a certain level of existence and spread (growth) Academies have been founded for instance by unions, churches, political parties, artists etc due to multiple effects: Academies meet the prerequisites to further creativity, networking of colleagues and developing of a professional culture. Academies attract people willing and capable to work on, share and publish best practise projects, sophisticated concepts, research etc.

The Feldenkrais Method has benefited from its historically generated international background. The Method's potential and capacities to overcome cultural boundaries entered into the IFF and thus into its Academy. Set up in 2001 as a tool for quality and competency development, the Academy is neither a mere brain trust, nor a hierarchically structured brick building. The Academy involves practitioners in a context of cooperation, collegiality and teamwork –modern preconditions of successful organisations and professional performance. The IFF Academy is a participation model to achieve synergetic advantages. It combines global efforts on overarching themes with the diversity of small and beautiful activities on the local floors of the Feldenkrais professional Community.

Examples how the model has been realised

- A *Competency Profile project* started globally (research on concepts and theories) and extended to the local level of practitioners enabling its concretion, evaluation and further development as an ongoing task.
- Local projects, grounded like feet on the floor, start in concrete practice, for instance: within the *PRISMA blue* project practitioners generate, cluster and generalise Feldenkrais capabilities while doing ATM and FI. So far this local move has involved about 300 practitioners in 7 countries in a global perspective. Within the *Skeletonian Harmonists* project practitioners improve their anatomy knowledge in conjunction with black magic dance performances and have developed these concepts of anatomy teaching to reach different target groups.

- An Online *Research Journal* collects and presents multilingual and multidisciplinary locally done research, now peer reviewed, to the global Internet Community.

Personal experiences

- We very much appreciated the opportunity to integrate within the Academy frame what was originally unified in the person of the Method's founder but meanwhile has tended to fall away: embodied self-exploration, hands-on and verbal practice, theoretical thinking, broad knowledge, research, oral and written publication, evaluation and notation of practice, reflections on discoveries.
- We experienced practitioners' creativity, courage and self-confidence arising through the Academy setting.
- And we were embarrassed on colleagues' reluctance to share and develop their ideas by opening up Academy projects. Some assumed better market chances by remaining on their own. The *PRISMA* example is proving the contrary.

4. Starting with a process: the functional approach

To get the vision of successful practitioners going the Academy started with concrete tasks people could use on the spot and continue on their own. Participation and taking responsibility is much easier on a small scale involvement. The functional approach means creating a particular process to enable people (or organisations) to transmit their intentions or purposes into adequate action and interaction. According to famous *Form Follows Function* structures will generate from here related to the process initiated. This approach takes into account that process and emerging structures might develop differently than expected.

Examples illustrating the functional approach

- Small concrete task: the *Role Play* (see No. 2) was used to involve people on the spot to embody the diversity of their professional environment.
- Abandonment: A *Supervision* tool for practitioners was first started, then redefined into a tool for peer focused *intervision* & feedback culture and later set aside.
- Later implemented structure: IFF member organisations asked for more political control on the *Competency Profile* project than originally intended. A steering committee was established to meet this need. Later it modulated its role into a mere *Advisory Committee*.

Personal experiences

- We were happy to work on content and organisational aspects at the same time and be able to continuously adjust according to challenges of the process.
- The functional approach was very satisfying for us: proceeding functionally is close to our experiences as practitioners. We have expected that other Feldenkrais peers would feel similar.
- We struggled to notice that making up a structure first and later filling with content and options on how to proceed seems easier to follow for most people. Difficulties in structural approaches merely arise later when making up respective content for the structures and finding people to work on that content.

5. Integrating different purposes into one process

The IFF Academy model allows different targets to be met in one process. The Academy has overcome traditional ways of allocating tasks related to certain levels (global, national, regional, local etc). The Academy favours synergetic global & local combinations (=glocal allocation).

Examples

- Recruiting future volunteers, doing continuing education, generating research results and presenting to the public happen within the same IFF Academy activities – as demonstrated by *Competency Profile* and *PRISMA* projects' workshops.
- The Academy creates a pool of successful practitioners and active members of Feldenkrais organisations, capable to contribute to all kinds of tasks that organisations depend on. Academy participants take responsibility in organising National Annual Feldenkrais conferences; some became National or IFF Board members. IFF Academy staff members switched into Academy contributors (*Research List*) and Local Academy members became staff members (Academy Coordinator).
- Evaluation and documentation of Academy processes provide unique material of best reflective practise and sophisticated concepts applicable for diverse purposes: A short version of IFF Assembly 2004 *Modes of Attention Process* was applied at Austrian Annual Assembly 2006. A five Minute IFF and Academy Co-Presentation at a German Annual Meeting, video taped and transcribed into a manual, turned into a bilingual publicity tool for practitioners and was included into an *IFF Info CD*.

Personal experiences

- Integrating different functions and levels into one action has proved a very efficient strategy, well acknowledged by those who experienced and benefited from this outcome.
- For several years we were IFF Board and Academy Committee members at the same time. Conceptualising and presenting Academy Projects and Workshops in addition to Board functions was quite a job but a unique opportunity. Certainly we achieved a full picture from leadership to local practice and therefore could adjust policy and concepts quite smoothly.

6. Long breathing

Success of projects like the IFF Academy depends on ensuring implementation over a period of at least a decade. Change is often slow and capacity to carry transformation is limited. However (as any organisation experiences) new inputs are accompanied by high expectations for early results and success. Maybe this discrepancy is one of the reasons why lots of carefully set up projects in the Feldenkrais Community run into dead ends such as the German *Zukunftswerkstatt*. Or they revert to ongoing stand-by mode like the *ITATA* (Trainer and Assistant Trainer Academy).

Examples on discrepancies regarding duration

- Annual budget approvals by the IFF Assembly are reasonable for legitimacy purposes. IFF Representatives often change. Each Assembly the Academy Process needed to be explained from the scratch. This took time away from elaborating the projects.
- The Academy Model is designed on participation processes, feedback loops, evaluations, readjusting concepts and practice. Even “products” (Online Research

Journal, IFF - CD) are designed to be added to or upgraded. Advertising processes is more challenging than promoting products.

- Shift in policy: by 2004/2005 the practitioner oriented IFF policy was questioned by some Member Organisations. A new policy focused on the IFF's role as an organisation for Member Organisations and left the practitioners needs to the national associations. This shift significantly decreased attention and support for the IFF Academy process at an early and sensitive stage of implementation.

Personal experiences

- To stay with the process for several years needs courage, ongoing high motivation and conviction in following a suitable concept, trust in the team involved. We experienced a tremendous shortage of private time and significant reduction of income. This dedication into the Academy was successful: Assemblies 2001 and 2002 resisted recommendations to complete a Quality and Competency Project in a year or two, or finalise a less concise version of the *Competency Project* in 2006.
- The shift in policy away from orientation towards the practitioner oriented perspective was like taking away the wind but blaming the sailors for slow progress.

7. Challenges of Technology (digital communication)

The IFF Board and Academy Committee recognised at a very early stage the significance of modern technology like digitally transmitted information, archiving documents (organisations' memory!) and providing interactive website space for co-edits or feedback to business issues. Needed professional IT solutions conflicted with IFF budget lines. Instead practitioners volunteered as web designers, web masters or website committee members drafting website structures and text. These commitments resulted in tremendous overload of those involved.

Implementing new ways of digital communication is far from being just a technical task. Colleagues' divergent understandings of concepts, proceeding priorities or aesthetic tastes interfere with different technical skills, knowledge and personal styles in contributing to the task.

Examples on constraints

- In 2003 a sophisticated *group mind express (GME)* website system –unique in the Feldenkrais community at that time – provided interactive tools for Board, Member Organisations and Academy purposes. Unfortunately it could not be maintained when the GME provider unexpectedly increased fees for large numbers of users.
- A freeware website system promised to be more suitable (*Dupral*, started 2005). Transfer and restructuring of huge piles of documents proved to be less simple than indicated. Additional software was written but deleted (including data already transferred) during upgrades. Some functions, like overviews of Academy evaluations or efficient interactive tools for IFF Board, Member Organisations and Academy members could not be provided or did not function properly.
- Therefore essential documents like archived updates to Members, Academy Materials such as *Modes of Attention Process* and *Role Play* manuals are now “buried” on the former website (*GME*), accessible only for Board and committee members.

Personal experiences

- In the long run it is more expensive to rely on website volunteers supported by paid professional staff members. The other way round would cause less costs and erosion in people: a professional solution in conjunction with non paid volunteers.
- We knew about far reaching consequences on errors while setting up website systems. But we did not know which errors might turn up. Decision making on Website design and structuring was therefore handicapped, especially when Website Committee or Board members disagreed on where to go and how.
- The current IFF Academy Website provides very rich information on the IFF Academy, its history, concepts and examples of best practice. Nevertheless the website is still under construction to achieve that functionality in easy access, interactive navigation, storage of evaluations and attraction for practitioners that we hoped in 2002 the Website would provide.

8. Coping with finances

Discussions on financial matters in organisations (and elsewhere!) easily uncover interweaving of finances with the organisation's history, visions, different expectations, interests, understanding of purposes and options how to allocate money to tasks. The Academy – one of the IFF main projects – has always been in the centre of financial debates. The Academy Committee was lucky to be equipped by two high skilled former IFF treasurers presenting well thought detailed and chart-accurate Academy budgets year after year (Rob Black and Markus Riesen).

The IFF Academy follows a “mixed” financial concept:

1) A minimum of paid staff (Academy Coordinator). 2) Combinations of non paid and moderately paid services like setting up a Research List, doing translations or co-organising Academy Days. 3) Self-funding of Academy projects' workshops: participants pay a fee to ensure at least minimum honorarium or refunding of presenters' expenses. This policy meets Practitioners' needs to make a living, honours symbolically the professional character of the work done and limits people's overload. Some Member Organisations assisted in reimbursing travel costs for presenters/participants of *Competency Project* or other Academy activities held at Annual National Meetings.

Examples of financial controversies

- The Academy heard complaints on its high budget line. Compared to free market prices for similar high professional expertise provided for free by Academy Committee and other Academy members, the Feldenkrais Community has been best served for the money spent in professional development of the Method.
- For years IFF did accumulate high assets related in particular to IFF Board's decision in 2002/2003 not to employ a general manager. Searching, introducing and supervising would have swallowed a full year's time and energy. IFF Board and Academy Committee prioritised working on the Quality & Competency mandate as its acceptance by the Community was a question of timeframe, too. Decentralised staff located close to Board and Academy Committee members turned out to be a more suitable solution than a general manager. In 2006 the Assembly decided after heavy disputes to keep the assets, but entrust the IFF Board again to hire a general manager. Several IFF Board and all Academy Committee members opposed in a tight ballot anticipating the consequences. Except the *Competency Profile* project, funded for finalising, Academy projects were cut down tremendously.

- Therefore in 2007 to 2008 there was little chance for performing Academy tasks. Even budgeted programmes could not be realised due to reorganisations in IFF Board and book keeping systems. Nevertheless the Assemblies 2007 and 2008 criticised lack of attractive Academy achievements.

Personal experiences

- The Academy felt comfortable to meet requirements of formal budgeting in time.
- Once in a while we observed how Member Organisations' interest in mere figures was higher than in the Academy Model, its progress and the expertise provided. Respective discussions lacked reference to the Model's content.
- The 2006 Assembly's decision to retain more or less all assets was depressing. Having been IFF Board and Academy members for several years we had managed the IFF and run the Academy at the same time utilising little staff but with huge personal dedication. Contrary to our expectations, the assets saved by these extra efforts did not flow back into the Academy to maintain its standard, but were retained.

9. Responses among practitioners, IFF and its member organisations

Flow of information in small medieval villages was easy. Now our global digital world is faster than ringing next door. Nevertheless: individuals and organisations still have to find and create means to interact with their clients/members. Otherwise efforts, offers, achievements are blowing in the wind and one never will know if seeds may have blossomed elsewhere. Knowing its dependency on responses, the IFF Academy has been implementing concepts with built-in feed-back loops and participation where responsibility is taken for small scale duties to facilitate a culture of responsiveness. Over time a whole variety of means have been tried out, set up and readopted.

Examples of responding tools

- Creating and maintaining websites (2000, 2003, 2006);
- Providing regular digital Info-updates as part of IFF's update system accessible via the intranet part of the IFF websites.
- Ongoing reporting on Academy progress to IFF Board and Member Organisations;
- Producing an *IFF Info CD* (English/German) for online and offline information, introduced at IFF Assembly 2006, hard copies sent to each Member Organisation for further local distribution;
- Providing articles for publication in Member Organisations' national newsletters (several languages);
- Academy Newsletter on Academy Website;
- Presenting the IFF and Academy at national, regional and local face to face meetings of Member Organisations or their Boards using interactive Academy tools like *Role Play*, *Modes of Attention Process* or Academy Project Workshops;
- Locally introducing the IFF and its Academy at each Academy project activity (Academy Days, Workshops);

Personal experiences

- Setting up these tools was demanding in terms of technical, conceptual, practical, verbal, organisational and publicity skills including translations. Doing so we co-created and practised our own ongoing self and peer taught further education. We improved in understanding, reflecting and presenting the Feldenkrais Method in different cultures and countries and at home in our private practise.

- We could not really find out what in particular hinders Feldenkrais practitioners to click the reply button to respond to E-Mails, nor Feldenkrais Member Organisations to forward messages and articles provided, nor to spread the *IFF Info CD* produced for them to benefit their practitioners who through subscription are the sole funders of the IFF.
- We met wonderful colleagues participating in co-developing the Academy, especially Academy Coordinators and Academy project members.

10. Working together

A precondition of any project's productivity and success are enjoyable relations amongst those involved – for us IFF Board, Academy Committee, Academy staff, other Academy members and IFF Member Organisations and their Representatives. Different characters, temperaments, views, cultural and professional backgrounds can tremendously enhance the flow of creativity as well as block all interactions and stop movement forward. Especially, voluntary work is quite sensitive in terms of working relationships: neither income nor social acknowledgment is supplied as compensation for unpleasant working conditions.

Examples on working relationships

- The Academy Committee was appointed by the IFF Board and composed in terms of shared visions, bonding to the Quality & Competency mandate, expertise, motivation, commitment to ongoing involvement and mixture of talents. This policy created excellent conditions to accomplish an ongoing trustful basis for doing the job.
- Same policy was applied in choosing and employing Academy Coordinators.
- IFF Board members are nominated and elected by IFF Assemblies. Fitting together depends more on coincidence or capabilities to adjust to constraints and to each other. Sometimes you are lucky, sometimes you suffer.

Personal experiences

- Over a period of about eight years Academy Committee members have succeeded in matching quite different approaches in political strategies, content and procedure, personal preferences and styles. We were hard working crazy people who had much fun working together and learning from each other:
Rob Black (CND), Rineke Brinkhof (NL), Daniel Clénin (CH), Barbara Pieper (D), Janie Randerson (NZ), Markus Riesen (CH), Cliff Smyth (AUS-USA) and Francesca White (AUS).
- On the other hand we experienced marginal chances to cooperate if completely different agendas were followed by people. Atmosphere, motivation, creativity was spoiled on the spot, resulting in pulling back, getting sick or retiring.
- We would not have achieved and proceeded as we did unless talented and high motivated Academy Coordinators had joined in adopting the Academy-Culture of engagement, responsibility and teamwork:
Carolin Theuring (D), Marie-Christine Schmoetzer (F, D), Ritz Wood (NZL – USA).

11. Improving through global and differentiated movements

Living beings as well as organisations grow and develop into differentiation. More global aspects of development are left behind or forgotten unless particular circumstances demand reference back to them. Quite often our habitual thinking complies with separating these levels: global issues on first level, differentiation more downwards (local level). In contrast Feldenkrais' approach emphasizes the capability to perform global and differentiated movements in accordance to intended action as an advantage for improvement in life. No movement, global or differentiated, proximal or distal, is better than the other. They interrelate in action/interaction. The IFF Academy is following this principle: the Academy provides a Model to further practitioners' personal and professional potentials by integrating global and local levels according to tasks.

Examples

- Several hundred practitioners participated in the *Competency Profile* project and the *PRISMA blue* project. *Competency* started more from a global perspective (theory) to practise, *PRISMA* the other way round. Now they can match their results in favour for quality and competency improvements for practitioners and organisations.
- Cultural richness is one of the Feldenkrais Method's heritages. The Academy took it over - best illustrated in *IFF Academy Days* 2003 and 2005. New means for new action and interaction is encouraged by stepping over borders, listening to other people's languages, finding similarities while practising ATM and FI together.
- The *Online Journal* is another example for a strong movement in one global direction (Research) by collating individual diversity from distant parts but referring to the same issue.

Personal experiences

- It is thrilling and touching to meet practitioners from all over the world, to experience their different cultural backgrounds as well as shared values and insights while working together in the Academy. Concentration on national conditions only would limit these resources and reduce options to develop competency and quality.
- For us it has been a unique opportunity to experience a synergy of talents and means. We have been able to abandon traditional classification in national or international work sharing yet trust we are proceeding functionally to integrate all sort of levels within a common task.

12. Going with the process

Remaining responsible for the Academy over such long period indicates that working for the Academy was far from being boring. Following the functional approach we adjusted ourselves and the Academy to new conditions. Certainly the shift in policy, resulting in less funding and decreased support for the Academy, was demanding in terms of flexibility.

Examples of adaptability

- Originally the Assembly decided on a hard copy IFF Academy Research Journal. Planning took time and finally an online version was more reasonable. Digital implementation was far more challenging and time consuming especially for Academy Coordinator Carolin Theuring.

- The website preview collapsed in March 2006. To ensure presentation of at least some of the IFF achievements in May 2006 to the IFF Assembly and the broader Feldenkrais Community Academy Committee members, and its Coordinator Marie-Christine Schmoetzer, volunteered to produce a professionally performing *IFF Info CD* (offline & online option) within only two months.
- For 2006 Assembly's agenda some Member Organisations questioned prolongation of the Competency Profile Project. To ensure completion of the development phase of the Profile the Assembly Design Team involved IFF representatives in doing one of the Competency profiles particular methodologies (*Critical Incident Technique*) in advance and at the Assembly to enhance their understanding of the project. Building on this preparation three long term Competency project members (Rineke Brinkhof, Markus Riesen, Cliff Smyth), all former IFF Board members and especially committed, persuaded the Assembly to mandate taking the necessary time to meaningfully complete the profile, translate it and pass oversight of this to a new team.

Personal experiences

- These years on the IFF Board and Academy belong to some of the most exciting years in our lives. None of us would ever have encountered this opportunity to carry the Academy process while staying at home in a cosy corner.
- Experiencing decrease in support for the Academy, although concrete Academy activities were achieved, reports presented, budgets adjusted and hard work done to repair the website, we became less able and inclined to move the Academy forward. Finally at 2008 IFF Assembly all four Academy committee members stepped down, *“to allow the Assembly and the Board the freedom to consider forming a new Academy Committee reflecting the new circumstances”* (quote resignation letter 3 May 2008, signed by Rob Black).

Conclusion:

The IFF Academy, developed and tuned over years by hundreds of Feldenkrais Practitioners all over the world and some external consultants, is unique in the Feldenkrais Community, comparable to a precious music instrument.

Musicians can only make music if they care for their instruments. An instrument well cared for will delight both players and listeners with experiences of skills and creativity for decades and generations to come.



The previous Academy Committee members have been willingly supported under the leadership of Cliff Smyth, Daniel Clénin, and by yourself, Jenni. We wish you a creative 2009 IFF Assembly, April 30 through May 3rd in Vienna as the structures and processes of the IFF and the larger Feldenkrais community continue to develop and evolve.

Warm regards

Rob, Daniel, Barbara, and Janie

Appendix: Links to Academy documents and contact

Links:

History of the IFF Academy

- **Overview:** <http://feldenkrais-method.org/en/node/707>
- **History report 2001** <http://feldenkrais-method.org/node/317>
- **Feldenkrais Specific Approach on Developing Quality and Competency:** <http://feldenkrais-method.org/node/680>

IFF Statement of Purposes <http://feldenkrais-method.org/en/node/240>

Professional Field: <http://feldenkrais-method.org/node/956>

IFF Academy Committee recent Reports to IFF Assemblies:

- 2008 : <http://feldenkrais-method.org/en/node/1620>
- 2007 : <http://feldenkrais-method.org/en/node/1620>
- 2006: <http://feldenkrais-method.org/en/node/1163>

Newsletter

- **IFF Academy Newsletter:** <http://feldenkrais-method.org/en/node/1622>
- **News for Member's Newsletters**, Example November 2006: <http://feldenkrais-method.org/en/node/1589>

Research

- **IFF Academy Research Journal:** <http://iffresearchjournal.org/>
- **International Bibliography and Research Records:** <http://feldenkrais-method.org/en/biblio>

Competency Profile

- **final draft(2008) :** http://www.feldenkrais.com/profession/iff_professional_competency_profile/
- **Development of the Project:** <http://feldenkrais-method.org/index.php?q=en/node/160>

Local Academy Projects (“Local Academy Feet”)

- **About LAF:** <http://feldenkrais-method.org/en/node/732>
- **List of Local Academy Feet:** <http://feldenkrais-method.org/en/node/1649>
- **PRISMA Blue Process on Quality:**
For document on PRISMA Blue Process on Quality 2001 to 2007, presented at Assembly 2007, mail to BarbPieper@gmx.de

Contact Information:

- **Rob Black (CDN)**
In the IFF 1999 to 2008 as Representative or as Board member (2000 to 2005), as well as IFF Academy Committee (2001 to 2008). Currently serving on the Board of the IFF DC, as well as the Website Coordinator.

Feldenkrais Practitioner, graduated in 1991; Rob maintains a practice in Calgary, Canada.
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- **Daniel Clénin (CH)**
 In the IFF 1993 to 2008: IFF Representative (1993 to 1998), IFF Board (1998 to 2006, 2004 to 2006 as IFF President); IFF Academy Committee (2001 to 2008), Feldenkrais Practitioner (1987), in private practice in Berne, Switzerland, danielclenin@access.ch www.funktionale-integration.ch
- **Barbara Pieper (D)**
 In the IFF 2000 to 2008: IFF Representative (2000 & 2001); Quality and Competency Committee 2000/2001; IFF Academy Committee (2000 to 2008); IFF Board (2002 to 2006); Feldenkrais Practitioner (1989), in private practice near Munich, Feldenkrais Assistant Trainer, PhD in Social Sciences (Dr. rer. pol.), BarbPieper@gmx.de www.barbarapieper.de
- **Janie Randerson (NZ)**
 In the IFF 1999 To 2008: IFF Representative New Zealand Feldenkrais Guild 1999-2001, IFF Board Member 2002-2007, IFF Academy Committee Member 2004-2008; Feldenkrais Practitioner (1995) in private practice in New Zealand. janie.r@xtra.co.nz