



European Forum of Psychomotricity

STRATEGIC DEVELOPMENT PLAN

2016-2019

September 2015



European Forum of Psychomotricity

1. Introduction

Since 2006, EFP has developed activities according to a Strategic Development Plan. The EFP Statutes present the general mission of EFP and the Strategic Development Plan is the consequent document to specify EFP mission, vision and values, to define the goals for which the EFP is striving and the means by which the organisation is seeking to get there. The most important part of implementing this Plan is ensuring that the EFP is going in the right direction, towards the end vision.

One of the core goals when elaborating a Strategic Development Plan is to develop it in a way that is easily translatable into action plans, (projects and tasks that will be required to achieve the plan).

The EFP Board proposed at the 2013 General Assembly the following methodology to elaborate the next Strategic Development Plan 2015–2018: To ask EFP member countries to present an EFP SWOT analysis to complement the information previously elaborated related with the national activities and expected support from the EFP. In complement, the Board has also organised another diagnostic instrument with the contribution of a “world café” with working groups of the members of the three permanent commissions, during the 2013 meeting.

The principles of this plan are based on the EFP main goals and the coherence with previous activities and products. Given today's exigencies created by the political and economical demands and pressures upon professions, there is a need to formalize the process of planning, so that members of the National Associations can support and use it.

National Associations are invited to elaborate a National Development Plan, complementary to the EFP plan, having in consideration its level of development. The EFP Strategic Development Plan for the period 2015-2018 also seeks to help National Professional Associations in their action, but with complete respect for their autonomy.

2. Mission

EFP mission is to represent the needs and interests of psychomotricity in Europe, improve its development, develop ways and habits to contribute to society, and support scientific, social and cultural cooperation between professionals, students and academics.

By constantly developing our services and the quality of communication between European psychomotricity professionals, students, academics and their national associations, we intend to create a favorable ground for psychomotricity as a professional and scientific field in Europe. We work on a voluntary basis and believe that high levels of commitment and enthusiasm will guarantee the best outcome.

The Statutes of the “European Forum of Psychomotricity” define the following main goals:



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- Promotion of the co-operation between psychomotor professionals coming from different countries and regions of Europe, (mutual exchanges, congresses, development of projects, education, research.)
- Support of countries or regions where psychomotricity is not yet well developed by: logistical or financial help, support of the initial education and the continuing education.
- Co-ordination of the initial and continuing education by: harmonisation of the contents, general guidelines, exams, and promotion of the recognition by governments.
- Mutual acceptance.
- Representation of the common interests concerning the professional politics, acceptance by social/health insurance, level of salaries and protection of initial education.

3. Vision

EFP aim to constantly develop its services and events, give professionals, students and academics possibilities to grow both professionally and personally by learning and sharing from and with one another and cooperating in a multicultural environment, improving awareness of psychomotricity.

We want to build a strong network of psychomotricity professionals, students and academics and their national organizations, which will enable us to join synergies, in Europe.

Respecting the diversity and the national political or institutional specificities it is important to remark that EFP develops within the following vision:

- a) A specific professional recognition and identity can only be achieved through a specific and initial education (preferable with a bachelor at the high level education);
- b) Research shall support politically the evidence of excellency, efficacy and economical interest of psychomotor concepts and methodologies, reinforcing the scientific and professional quality of psychomotor education and practices.

In our view, success is:

- Dynamic, responsive, high quality services
- Teams that are actively involved in their work
- An effective structure of the organization
- High level of co-operation with other entities, which share the same ideals.

4. Values

European integration – As an organization of European members, we aim to enhance the integration



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between European countries. By organizing events, offering services and focusing on communication, we want to enhance the scientific and cultural exchange among professionals, students and academics, mainly of the European community.

Organizational Proficiency - We value continuous improvement and innovation. Therewith, we strive for efficient processes, transparent structures and long-term continuity.

Diversity - We are aware of our differences, we respect, celebrate and welcome them as a valuable asset. At the same time we cherish cross-cultural learning, tolerance and unity. Therefore we encourage exchange on a scientific, cultural and personal level.

Integrity - We are committed to principles of truth, honesty, responsibility, cooperation, reliability, and professionalism.

EFP Spirit - We embrace open communication, exchange of ideas, freedom of expression, and friendship; we are committed to initiative and proactive thinking and believe that with enthusiasm and positivity we will make a difference.

5. Communication

An effective communication is one of the key steps to make an organization run successfully and efficiently. As a voluntary-run organization, we exchange ideas, opinions, knowledge and experiences on the basis of fundamental principles such as: open and respectful communication, clear expression, constructive dialogue and flexibility.

As a multinational organization, we face communication challenges we have to overcome due to the large geographical distances. Depending on the requirements of the situation, we make use of all the available communicational tools such as phone, email, discussion boards, messenger systems and a lot more. We are open and ready to adapt the newest technologies so that we will be able to benefit from the above.

We communicate directly to our member's organizations (i.e., national associations), with the participation of the national delegate, who mediate the information-flow to their local organizations and their associates.



6. Stakeholders Analysis

STAKEHOLDERS	Which are the expectations of the Stakeholders from the EFP?	Which are the EFP expectations from the Stakeholders?
NATIONAL PROFESSIONAL ASSOCIATIONS	<p>Affirmation of EFP as an institution with national and international reputation;</p> <p>Effective and cohesive involvement of management responsibility and consistency with the strategic plan of EFP.</p> <p>A network of strong scientific and professional development; resources for education and research excellence;</p>	<p>Clear strategic involvement in the light of current political and financial situation;</p> <p>Effective mechanisms and continuous communication between the various stakeholders in the life of the School.</p>
BOARD	<p>Clear integration of their level of responsibility in terms of planning and implementation of activities relating to the strategic plan of EFP</p>	<p>Their knowledge and experience.</p> <p>Affirm EFP at national and international level, as a reference in psychomotor education, professional development, research and relationship to society.</p> <p>Cohesion and complementarity between the different levels and areas of responsibility.</p>
DELEGATES	<p>Belong to an institution of national and international reputation</p> <p>A network of strong development in psychomotor education, professional development, producing resources of excellence.</p>	<p>Their knowledge and experience to scientific, technical and educational level; creative professionals, critics and entrepreneurs; affirm the EFP at national and international level, as a reference in education, and research and professional development.</p>
COMMISSIONS MEMBERS	<p>Perspective of developing knowledge through the mainstreaming of services; good working conditions; appropriate continuing work conditions. Contribution to the EFP, stimulating and challenging work.</p>	<p>Their knowledge and skills; development of quality work, creative, critical and entrepreneur; adaptability and innovation, positivism.</p>
GENERAL PUBLIC	<p>Guarantee as an institution renowned at the national and international level to safeguard and spread the excellence of psychomotricity. Continuing its contribution to the study of psychomotricity in their application contexts; consolidated financial stability; interaction and cooperation with other organizations</p>	<p>Interaction and cooperation; recognition of specificity, on education, professional practice and research in EFP field of study.</p>
EUROPEAN COMMISSION AUTHORITIES	<p>Excellence in psychomotor education, professional development, research and relationship to society, and international prestige;</p>	<p>Financing; interaction and cooperation.</p>
GOVERNMENTS, MINISTERIES, REGULATORY AGENCIES	<p>Excellence in psychomotor education, professional development, research and relationship to society and international prestige</p>	<p>Interaction and cooperation; recognition and appreciation of the quality of psychomotricity. Recognition of a specific education and profession</p>
UNIVERSITIES AND ACADEMIC INSTITUTIONS	<p>Excellence in quality of education, with appropriate and excellent references in education and research</p>	<p>Attract and retain more and better students, excellence in the quality of learning, creative students, critics and entrepreneurs.</p> <p>Adequacy of training offered to the market needs.</p> <p>Image projection and dissemination of the EFP, by students, teachers and researchers; interaction and cooperation</p>
PSYCHOMOTOR THERAPISTS	<p>Training received with reputation and prestige at national and international level, continuity of communication and relationship.</p>	<p>National and international reputation and prestige, continuity of communication and relationship.</p>
STUDENTS	<p>Credibility; excellence in teaching - learning and research; excellence in professional skills; interaction and cooperation; communication.</p>	<p>Image projection and dissemination of the EFP, students, teachers and researchers; interaction and cooperation</p>



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RELATED INTERNATIONAL ORGANIZATIONS	Image projection and dissemination of the EFP interaction and cooperation; Partnerships with added value effective	Image projection and dissemination of the EFP interaction and cooperation; Partnerships with added value effective
MEDIA	Communication and impact on society; Initiatives with significant social or political expression.	Communication on the image of the EFP. Interaction and cooperation in disseminating initiatives.
PATIENTS/CLIENTS OF PSYCHOMOTOR PRACTICES	Credibility, and trust in the quality and ethics of psychomotor therapists	Knowledge about the mission of EFP. Acceptance of psychomotor professionals as a contribution to the quality of the pedagogic or health attendance i
RESEARCH INSTITUTIONS OR EXPERTS IN THE FIELD	Credibility; Institutional mechanisms for continued collaboration.	Credibility; Institutional mechanisms for continued collaboration.

7. EFP General Activities

- Developing proposals for improvements of practices and for ways to disseminate best practice
- Reflective monitoring of scientific and technical knowledge and new developments in methods and techniques.
- Developing expertise by acting as a study group and writing documents.
- Sharing information and disseminating expert knowledge in EFP members and Europe authorities.
- Reflective monitoring of current practices, contextual (e.g. legal) developments and emerging problems.
- Developing guidelines, norms and standards as well as certification procedures.
- Developing training schemes, making guidelines for the organization of education.
- Proposing and supporting external action of EFP, by writing position papers, and working with the EU to develop position statements.
- Contributing to new developments by EFP on psychomotor science, education and profession.
- Representation by the Board at selected external events.
- Fund raising: preparing and executing funded projects
- Bring people together for support and professional development
- Provide de dissemination of rich selection of publications: journals, newsletters, books, monographs, training manuals, curriculum guides
- Advance the field through research promotion
- Host conferences and training workshops at the national and European level, and virtual on-line level
- Promote conferences and training workshops at the national level
- Define the field and provide global leadership in the field for its members, policymakers, and stakeholders.
- Identify ethical practices for the field
- Work with other associations and organizations to advance the field and serve its members



8. EFP SWOT ANALYSIS

The following table includes the contributions of the SWOT analysis presented to the Board by the EFP members. In some cases, data are apparently contradictory, but they express or different perspectives about a specific domain, or just the emphasis on different faces of the same reality. The Board has decided to organize the information, but keeping in general, all the points that were presented by national delegations. Anyway, it expresses a very clear diagnostic contribution to allow EFP to think about all the aspect of its organization and activities, and to define consciously the next steps of its development.

<p style="text-align: center;">STRENGTHS Potentially positive internal factors</p>	<p style="text-align: center;">WEAKNESSES Potentially negative internal factors</p>
<ul style="list-style-type: none"> • Excellent European and national reputation (recognition of EFP as a reference contact) • Political and institutional meetings with local authorities during EFP Board meetings and General Assemblies. • Representation of European diversity with open mind to ideas of different countries, ensuring equal participation of different countries, and contributing to reinforce common identity, building contact between the different European countries • Continuity in policy and firm history with clear definition of missions, goals and strategies by a process of planning, so that members of the National Associations can support it, - • EFP structure and organization (General Assembly, Board, Commissions) and good leadership at the Board and Commissions • Highly qualified, voluntary and motivated commitment of delegates and commission members (enthusiastic, inspiring, passionate and skilled people) • Good dynamic and relationship in the meetings • Involvement of professionals, researchers and students in EFP activities. (Quality of the meetings dynamic, European congresses and Students Academies). • Effort in promoting positive and clear relations with other international professional or academic entities • Quality of the Webpage • Strength to the foreign experts on psychomotricity contents • Harmonization of academic curriculum 	<ul style="list-style-type: none"> • Need to improve: a) the real EFP influence on a European level b) the evidence of concrete results to present on a national level in the member countries • Diversity of countries at the educational and professional level (Wide differences of views, sometimes mutually incompatible and at the same time trying to create uniformity). • Undervaluation of the diversity of Psychomotricity realities understood as a resource • Too much focus on national interests from some countries • Too much emphasis on the internal structure (rules etc.) of EFP, danger of developing a “political movement” instead of an organisation of professionals and specialists and need to think about structures and organization: are the three commissions get a little bit “static”? Do we have to think about to reorganize them or do we have to try another system of effective work? • Difficulties to maintain continuous implication of delegates in between the GA meetings (reaction to emails, answering in time, sending documents). • Need to improve communication between: a) EFP and the national associations, in both directions; b) the three commissions; c) Commission’s members; d) Commission’s members and their national delegates. • The relationship and complementarity between the general assembly and the commissions • High rotation of commission members and difficulties in work continuity of Commissions



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<ul style="list-style-type: none"> • Promotion of the profession • Sharing the knowledge of evidence • Accurate information and databases that are up-to-date • No dependency of external financial support 	<p>work in between meetings (Lack of flexibility in the operation of commissions and slow production of documents. Lack of precision and expertise of the produced documents. High costs of meetings in relation with their low productivity)</p> <ul style="list-style-type: none"> • Frequency of the Commissions meetings (annual). • Underrepresentation of some countries in the permanent commissions • Lack of strong evidence based practice to present to policy makers in order to ask for EU financial subventions • Lack of English language translations related with research material/evidence and tests • Need to analyse and propose one career progression,(e.g., junior and senior psychomotor therapist). • Lack of Professional exchanges (compared with students academy). • Need to improve the number of participants in the EFP European Congress • Few visits to the EFP homepage • Not enough external knowledge of produced documents. • Need to improve exchanges related with good practices and research in psychomotricity • Limited financial resources and different logistical and financial support of different countries (the weak financial base acts as a brake on the work performed)
<p style="text-align: center;">OPPORTUNITIES Potentially positive external factors</p>	<p style="text-align: center;">THREATS Potentially negative external factors</p>
<ul style="list-style-type: none"> • Extend the contact with the European Community: a) expand efforts to reach European funding that could promote the co-operation between Psychomotricians coming from different countries and regions of Europe (mutual exchanges, congresses, project development, education and research) b) Bring EFP information into the EU and keep it updated • Develop exchanges and collaboration with other international institutions or organizations concerned with PM (both academic and professional) and although EFP is an European Forum, new collaborations with other non-European countries could open new opportunities for development and recognition • Finding new members as a result of the ad hoc 	<ul style="list-style-type: none"> • EFP is not well known (only 2 official contacts have been made in the EU in almost 20 years) • European financial crisis and difficulties to get funding • Difficult recognition of psychomotricity (education and profession) in some countries - Internal national difficulties in some countries, where there is no profession of psychomotricity (status, mistrust) • Adjacent competitor professional groups that claim the PM itself (e.g. occupational therapists) • Cultural and intellectual spirit of current times of evidence-basing and biological value, which are directed against the holistic view of the human in the PM. • Avoid exit from other members because of



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commission “New member countries” and sponsorship (through fundraising) new members for the first three years

- Increase recognition of the profession of psychomotrician and of the skills of Psychomotricians (Psychomotricity is a relatively cheap treatment in these times of financial cuts)
- Create specific training to professionals in collaboration with different countries
- Valorisation of new theories, methods, techniques and technology approaches in the health/education systems. (New fields that can open the visibility of our practice and put movement more in the centre of human development).
- Contribute to current topics in education and research together as EFP-members (Health and wellbeing is a ‘hot topic’)
- Joint analysis of social trends in the societies and their implications for the formation of the PM in the future
- Promotion of Erasmus supported exchange programs of students, professionals and lecturers: a) Bringing together specialists in one field (e.g. eating disorders...) from different European countries; b) Exchanging research projects between the countries on a structural- and regular time basis, monitoring if there are possibilities in European cooperation in certain research projects.
- Promote the creation of a common master degree between High-level schools.
- Create a European Academy for Psychomotricity.
- New methods of communication and Internet information.
- Create an office to take care of economic matters

financial difficulties or dissatisfaction with EFP

- Market mechanisms of the service society, with standardized goods rather than a process of open dialogue
- Risk to miss the specificity of psychomotrician in presence of a discrepancy between psychomotricity as basic education and psychomotricity of second level
- Lack of official national recognition of specific professional framework for Psychomotricians. And stagnation of the status of psychomotricity in many countries
- Rivalries in psychomotor approaches
- Few scientific research in PMT area
- Inexistence of basic vocabulary related to our field
- Lack of financial contributions and sponsoring



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At the Dragor 2014 General Assembly, delegates have worked in groups to define the most important points in the four domains of the EFP SWOT analysis. This first analysis was also taken in consideration in the preparation of this document:

Strengths Priorities

- 1st - Equal participation of different countries;
- 2nd - Highly qualified voluntary and motivated commitment of delegates and commission members;
- 3rd - Involvement of professionals, researchers and students in EFP-activities;
- 4rd - Harmonization of the academic curriculums.

Weaknesses

- 1st - Difficulties in communication;
- 2nd - Difficulties to continue work in between meetings;
- 3rd - Lack of overview of the different aspects of PMT in the different countries;

Opportunities

- 1st - Creation of European Academy for professionals and for academics;
- 2nd - Promotion of Erasmus exchanges;
- 3rd - Finding new members;

Threats

- 1st - Exit of members because of financial aspects;
- 2nd - Competition with other professionals;
- 3rd - Finances to maintain EFP activities;



9. STRATEGIC DOMAINS OF ACTION

In this Strategic Development Plan, different action lines are formulated within a strategic domain of action. Action lines are divided in different activities.

Based on the input from the National Associations, the EFP-commissions and the General Assembly, the priority of the different activities were divided in high priority (H), medium priority (M) and low priority (L).

9.1. EDUCATION

Action lines:

- A. Promotion of European benchmarks and homogeneous references for education
- B. Promotion of contacts and common initiatives between education stakeholders (Boards, teachers and students)
- C. Promotion of the exchange of knowledge from education to practise (and research)

ACTION LINES	ACTIVITIES	H/M/L	INDICATOR	RESPONSABILITY
A. Promotion of European benchmarks and homogeneous references for education	Informing schools about the List of Schools with Psychomotor Courses at the Bachelor, Master or Vocational or Complementary Level	H/M	Number of Schools informed	Delegate Commission Education
	Develop minimum standards for academic curricula in psychomotricity at BA and MA, using Tuning approach which develops reference points for common curricula on the basis of agreed on learning outcomes, including competences as well as cycle level descriptors	H	Document with the standards for Bachelor and Master courses based on learning outcomes	Commission Education
	Motivating the High Educational Institutions to use of EFP minimum standards for Bachelor outcomes informing them about the document and proposing to check and validate the curriculum trough a comparing process	M	Number of schools informed Number of curriculum validated	Commission Education
	Propose and validate criteria for BA and MA thesis at the European level in collaboration with PM Schools with BA and MA	M/L	Document with the criteria Number of schools adopting the criteria	Commission Education



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B. Promotion of contacts and common initiatives between education stakeholders (Boards, teachers and students)	Promote regular contacts and the establishment of networks and common projects between Schools (European master course, students Intensive programs), etc.	M/L	Number of networks or common projects	Commission Education
	Enhancing students experience, cooperation and partnership through the organization of the Annual Students Academy	H	Increasing the number of different countries who are involved.	Board General Assembly National Associations
C. Promotion of the exchange of knowledge from education to practise (and research)	Organization of training or scientific initiatives in collaboration with schools and national associations using the database of experts (Group interests, courses, scientific meetings)	M	Number of initiatives using the database of experts	Permanent Commissions

9.2. PROFESSIONAL DEVELOPMENT

Action lines:

- A. Recognised profession in the different European countries and also in the European Commission (regulated profession database), (included as a sub-action line/ activity the position of the EFP in EU-subjects as life long learning, health system, etc.)
- B. Professional mobility across Europe
- C. Professional competences (on a bachelor and master level)
- D. Professional image of psychomotricity and psychomotor therapists

ACTION LINES	ACTIVITIES	H/M/L	INDICATOR	RESPONSABILITY
A. Recognised profession in the different European countries	Support National Associations to establish contacts with National Ministries for the establishment of psychomotricity as regulated profession.	H	Plan to organise the procedures for contacts with the competent national authorities Number of countries with the profession regulated at the national level	Board



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B. Professional mobility across Europe	A psychomotrician knows how to relocate and work as a psychomotrician within the legal framework of another EU country	H	Guidelines document	Commission Profession
C. Professional competences (on a bachelor and master level)	Update the document of professional competencies of the Psychomotor therapist in Europe acquired at the BA level Crate a document wit the professional competencies of a Psychomotor therapist with the Master degree (differentiation of competencies between the BA and the MA)	H/ M	Documents with the competencies acquired at the Ba and Ma level	Commission Profession
D. Professional image of psychomotricity and psychomotor therapists	Divulgate the identity of Psychomotricians and the specificity of education and professional development using the documents of the different countries on the EFP website presenting professional reality in EFP members, and the document with the Psychomotricians Professional Competences	M	Amount of times the documents are downloaded on the EFP-website.	Schools National Associations Ad hoc commission for the relation with the EU
	EFP statements about European Policies in specific sectors: a) Psychomotricians in the health system b) Psychomotricians in the educational system and their contribution to life long learning. c) Psychomotricians in the sector of Mental Health and Wellbeing. d) Psychomotricians in the sector of Mental Health at Workplace settings.	M/L	Number of statements	Commission profession



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	Identify the examples for best practises in specific sectors of activities (health, rehabilitation, primary education et cetera) in the different countries in order to exchange information and develop new areas of work for Psychomotricians in the different countries	M	Document with the description of psychomotor practices in the different country members Number of best practises available	Commission Profession
	Creation of the "Profession Academy" promoting a partnership of professionals with opportunities in continuing professional education and lifelong learning through courses and professional mobility programs	M/L	Professional mobility programs organised by EFP	National delegations
	Organization every four year of the European Congress of Psychomotricity	H	Congress of Luzern 2016	Board General Assembly Commission Science and Research Switzerland Delegation
	Establish links to website where sessions (scientific or practical) from the national associations initiatives or European congresses conferences are recorded and published.	H	Number of links in the webpage	Board Commission Science and Research Commission Education and Further Education



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9.3. RESEARCH

Action Lines:

- A. Promote Networks of PM researchers across (and outside) Europe
- B. Inventory of psychomotor observation and evaluation tools
- C. Make research results accessible for professionals, teachers, students and external partners

ACTION LINES	ACTIVITIES	0/5	INDICATOR	RESPONSIBILITY
A. Promote Networks of PM researchers across (and outside) Europe	<p>Promote researchers networks, which can provide advice and assistance to individuals wishing to use research in their practice, or to undertake research in collaboration with other research units or centres. Eventually, such network could offers advice preparing grant applications, including statistics, quantitative and qualitative research techniques, clinical trials, evidence synthesis, health economics, epidemiology, public and patient involvement, ethics and governance.</p> <p>Give researchers the possibility to work with larger groups/ subjects on an international level</p>	H	Number of researchers networks	Commission Science and Research
B. Inventory of psychomotor observation and evaluation tools	Creation of an Inventory of psychomotor observation and evaluation tools	M	Document with an inventory of diagnostic systems	Commission Science and Research
C. Make research results accessible for professionals, teachers, students and external partners (help to find articles, keywords, published articles in English)	Guide to find psychomotricity related articles in search engines, including keywords that are related to psychomotricity	H		Commission Science and Research
	Exchanging national journals between national associations	M	Number of journals changed between national associations	National Associations
	Update the list of research publications and activities with an overview of current and finished research (at different levels (BA, Master, PHD))	H	List of research publications updated periodically	Commission Science and Research



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	Update the list of Psychomotor Books and Journals	H	List of Psychomotor Books and Journals updated periodically	Commission Science and Research
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9.4. POLITICAL WORK

Action lines

- A. Differentiate EFP activities in compliance with national situations
- B. Expand and diversify the geographical basis of EFP influence
- C. Sustain communication between national members and their political authorities
- D. Collaboration with other international scientific or professional organizations in the field of Psychomotricity

ACTION LINE	ACTIVITIES	H/M/L	INDICATOR	RESPONSABILITY
A. Differentiate EFP activities in compliance with national situations	Elaborate national plan of development related with the EFP strategic plan in coherence with EFP Strategic Development Plan	M	Number of national plans elaborated by EFP delegations	National delegations
B. Expand and diversify the geographical basis of EFP influence	Extend the number of EFP member countries	H	Number of new member countries	Ad-hoc Commission for 'new member countries'
	Organise PM professional and scientific events in other countries, being proactive to present speaker in congresses of other professions or be present as an expert and give high quality in seminars and workshops, or offering treatment protocols	M	PM professional and scientific events organised in countries not belonging to EFP	Board Permanent commissions of EFP
C. Sustain communication between national members and their political authorities	Using the periods of General Assemblies and Commissions Meetings to invite and establish formal contacts with national authorities (Ministries, Regional authorities, etc.)	H	Number of political meetings with national authorities	Board National Delegations



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D. Collaboration with other European or international organizations in the field of Psychomotricity	Engage in collaborations with other European or international (scientific or professional) organizations in the field of Psychomotricity or related fields	M	Number of collaborations	Board General Assembly
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9.5. PARTNERING WITH SOCIETY AND SERVING THE COMMUNITY

Action Lines:

- A. Listen to Exterior stakeholders
- B. Creation and organization of the European Psychomotricity Day

ACTION LINE	ACTIVITIES	H/M/L	INDICATOR	RESPONSABILITY
A. Listen to Exterior stakeholders	Finding out what impact the EFP is having and what is expected from the EFP from the perspective of stakeholders.	M/L	Number of on answers in online questionnaire(s) on this topic Number of answers on questions in the Social Networks	Board National Delegations
B. Creation and organization of the European Psychomotricity Day	Designation of a European Day of Psychomotricity related with the date of EFP its creation in 1996. It will be an opportunity for psychomotor therapist from all over Europe to raise awareness about how their profession. Each year EFP can provide member organisations and individual psychomotor therapists with resources, ideas and guidance to help them to organise activities planed by the three permanent commissions of EFP	M	Implementation of the European Day of Psychomotricity	Board General Assembly



9.6. INTERNAL AND EXTERNAL COMMUNICATION

Action Lines:

- A. Improve External Communication
- B. Improve Internal communication

ACTION LINES	ACTIVITIES	H/M/L	INDICATOR	RESPONSABILITY
A. Improve External Communication	Promote more visibility to existing documents in the web page improving individual professionals identification with the EFP by sending information to stakeholders about EFP initiatives	H	Number of visits to the EFP Web page	Board Permanent Commissions
	Evaluate the style of communication in the Webpage of other European Professional Associations	M	Identify and adopt relevant styles of communication Board	Board
	Use LinkedIn, Facebook and Twitter to present different topics related to the EFP	H	Level of activity and shared topics	Board Permanent Commissions
	Create discussion groups in LinkedIn, with students, teachers and researchers	M	Number of discussion groups	Permanent Commissions
	Create a database of interested colleagues by PM and EFP dynamic with a statute of associate to EFP at the individual level (Group of interested persons). Those persons can receive information about our activities and documents and be asked to collaborate in different activities (persons that have participated in congresses, courses, book authors, etc....)	M	Database of interested colleagues by PM	Board
B. Improve Internal communication	Organise guidelines with principles of communication between the different participants at the national level: Delegates, National boards, Members of the commissions, national associates, PM schools	M	Guidelines with principles of communication between the different participants at the national level	Board General Assembly
	Analyse what should be improved about the communication at the	H	Plan of improvement	Board



	national level between EFP collaborators, sending minutes from the different EFP meetings to members of the commissions, and national associated members and define specific measures to improve communication.		in communication	
	Improve communication between meetings of the Commissions, organising specific tasks for members in the different missions with deadlines and making Skype meetings to work on specific subjects	H	Number of Skype meeting from the permanent commissions	Permanent Commissions

9.7. FINANTIAL RESOURCES

Action Line:

A. Diversification of revenue sources (improved incomes)

ACTION LINE	ACTIVITIES	H/M/L	INDICATOR	RESPONSABILITY
A. Diversification of revenue sources (improved incomes)	Elaborate a plan to improve incomes, trough different possible initiatives.	M	Plan to improve incomes and do fundraising	Board



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