

MINUTES FORUM OSLO: MAY 10-14, 2000

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Apologised: Maria Dinold (Austria), Ruiz Pedro (Spain:ES)

PROCEDURE

On the basis of the work document a discussion started. Some lacks and difficulties in the questionnaire came forward.

DEFINITION

During the discussions the question was asked to clarify again the definition of APA.

Definition of APA

"Adapted physical activity refers to movement, physical activity and sports in which special emphasis is placed on the interests and capabilities of individuals with limiting conditions, such as the disabled".

Preface "Adapted Physical Activity - An Interdisciplinary Approach"

G. DOLL-TEPPER, C. DAHMS, B. DOLL, Hv. SELZAM (Eds)

Proceedings of the 7th ISAPA, Berlin, June 1989, Springer Verlag.

Area of expertise in APA

APA is an interdisciplinary/ multidisciplinary area of expertise including rehabilitation and therapy, physical education sport, leisure and recreation, and competitive sport on all levels. APA combines information and research findings from sport and movement sciences (e.g. biomechanics, physiology,...) and other science areas (e.g. medicine, rehabilitation sciences, psychology,...) dealing with physical activity and sport in relation to persons with diverse needs, especially individuals with disabilities (DePauw & Sherill, 1994)

Some practical applications of APA

APA can be directed towards different practical applications, all aiming to improve the quality of life of persons with diverse needs. It may address issues such as:

- Equal access to physical activity opportunities
- The right of all individuals to participate in physical activities for its own sake
- Individualised training courses for teachers, coaches, and recreation leaders
- The development of recreation programs
- Assistance and resources to include people with disabilities in existing programs
- The development of new strategies and approaches in physical activity and sport in rehabilitation and therapeutic settings

(DePauw & Sherill, 1994)

MODELS

Question: Is the medical or pedagogical model dominant?

Medical model: the emphasis is on the disability and impairment of the individual

Pedagogical model: the emphasis is on the special needs of the individual

IN SPECIAL SCHOOLS

TABLE 1:

MEDICAL MODEL	PEDAGOGICAL MODEL
BE*, BG, CZ, DE, DK, FR, GR, HU, IR* , LV, LT, PL*	FI, FR, NL, PT, RO, SK, ES, SE, UK

* depends on type of disability

Note:

IT and NO don't have special schools

IN REGULAR SCHOOLS

TABLE 2:

MEDICAL MODEL	PEDAGOGICAL MODEL
BG, GR, HU, LT	BE, CZ, DE, DK, ES, FI, FR, IR, LV, IT, NL, NO, PL, PT, RO, SK, SE,UK

Note:

1. In BG, GR, HU, LT, LV there is not much integration in regular schools.
2. Individuals with motor problems are more approached via the medical model. Physiotherapy is an important part and sometimes PE is replaced by physiotherapy

INTEGRATION IN REGULAR SCHOOLS*Introduction*

In many countries the terms pre-school, primary, secondary, vocational, and graduate have different meanings. Therefore it was decided to work with age groups.

Pre-school: 3- 6/7 years

First level: 6/7- 11/12 years

Second level: Secondary I: 12 –14/15 years

Secondary II: 14/15-16 years

Secondary III: 16-18 years

Third level: > 18 years

Compulsory education

It is also important to know until which age education is compulsory. In most of the countries education is compulsory until the age of 16-17 years. Belgium is an exception with 18 years.

BASIC KNOWLEDGE OF THE PE TEACHERS

Question: Who gives the PE lesson in the different countries?

Age 3- 6/7 years

The PE lesson can be given by the normal class teachers in all the countries. PE teachers are not obligatory.

TABLE 3:

Knowledge on APA	No knowledge on APA
CZ, FI, FR*, GR, LV, NO*, NL*, RO, SK	AT, BE, BG, DK, DE, ES, FR*, HU, IR, IT, NO*, NL*, PL, PT, SE, UK

* pre-school teachers in regular schools have no knowledge, teachers in special schools have knowledge on APA.

Age 6/7- 11/12 years

In most of the countries the normal class teacher may give the PE lesson but it is up to the school to decide if they prefer a PE teacher.

TABLE 4:

Normal class teacher	PE teacher
BE, BG, CZ, DK, FI, FR, HU, IR, IT, LT*, NL**, NO, PL*, PT*, SE, SK,UK	ES, DE, LV, LT*, NL, PO*, PT*, RO, ES

* Until the age of 10 the normal class room teacher gives PE. From 10 years on, there is a PE teacher

** The local government decides if the normal class room teacher or a PE teacher gives PE

KNOWLEDGE OF PE TEACHERS ON APA

TABLE 5:

Knowledge on APA	No knowledge on APA
BE, CZ, ES, FI, GR, HU, LV, PL, PT, SK, RO,FR*, NL*, NO*	BG, DK, DE, IT, IR, SE, LT, UK, FR*, NL*, NO*

* pre-school teachers in regular schools have no knowledge, teachers in special schools have knowledge on APA.

Note:

- 1) Even when countries state that there are study programs in APA for PE teachers. This does not mean that they are compulsory. This means that there is a possibility in their country to receive some basic information during the training and education program.
- 2) In table 3 the knowledge on APA of PE teachers is provided but we must keep in mind that in most of the countries the normal class teacher is permitted to give PE. Very often they don't receive any information on APA.

Age 11/12- 18 year

In all the countries PE teachers give the PE lesson

TABLE 6:

Knowledge on APA	No knowledge on APA
BE, CZ, DE*, ES, FI, GR, HU, IT, LV, LT, PT, RO, SK, IR, NL*, NO*, PL*	BG, DK, SE, UK, FR, NL*, NO*, PO*, DE*

* in the teacher degree for special schools basic knowledge in APA is included, the teacher degree for regular schools does not include basic knowledge in APA

Question: Are the courses on APA compulsory or optional for the PE teachers?

TABLE 7:

Compulsory	Optional
ES, FI, IR, IT, LT, SK	BE, CZ, GR, HU, LV, PT, RO

Conclusion

In practice

Most PE teachers have no sufficient knowledge on APA. The participants in the forum agree that knowledge on APA should be compulsory in the training and education of the PE teachers.

On administrative level

In many countries the government has no real policy towards APA in school settings. The thematic network aims to accentuate the importance of APA in education. This may form the basis of a policy toward APA in education.

SUPPORT IN PE LESSONS

TABLE 8:

Support in PE lessons	No support in PE lessons
CZ, DE, DK, FI, NL, NO, PT, RO, SK, SE, UK	BE, BG, ES, FR, GR, HU, IR, IT, LV, LT, PL

Question: What kind of support in PE lessons is offered in these countries?

TABLE 9:

	Pedagogical	Financial	Resource centre	Assistant	Equipment
CZ	x	x	x	x	x
DK	x		x	x	x
FI	x			x	x
DE	x		x	x	x
NL	x	x	x	x	x
NO	x		x	x	x
PT	x		x	x	x
RO	x		x	x	x
SK	x	x	x	x	
AT					
SE	x	x	x	x	x
UK	x	x	x	x	x

Question: What is the law concerning support in PE lessons

The participants had no information on the support in PE lessons concerning the law. It was concluded that it is sufficient that the countries have a law on integration but that a specific law concerning support is not relevant.

RECREATIONAL SPORT

Schoolsport

Schoolsport is extra-curriculum sport in regular school both intra-school as interschools.

TABLE 11:

Schoolsport	No schoolsport
BE, BG, CZ, DK, ES, FI, FR, DE, GR, HU, IR, IT, LV, NL, PL, PT, RO, SK, SE, UK	LT, NO

It is also important to know if these schoolsport initiatives are integrated or not

TABLE 12:

Integrated	Segregated
IT*, UK*, PL	BE, BG, CZ, DK, ES, FI, FR, DE, GR, HU, IR, IT, LV, NL, PT, SK, SE, UK

* Only intra- schoolsport, not inter- schoolsport

Integration in out-of school recreational sport

In all the countries there are initiatives.

COMPETITIVE SPORT

Space-time: competition of persons with a disability parallel to competition of persons without a disability

Full-integration: Persons with a disability compete together with persons without a disability

TABLE 13:

Space/time competition	No space/time competition
BE, CZ, FI, DE, ES, GR, HU, LV, LT, NL, NO, PT, RO, SK, SE, UK	AT, BG, FR, IR, IT, PL

TABLE 14:

Full Integration	No Full Integration
CZ, DE, FI, LV, NL, NO, PT, SK, SE, UK	BE(?), BG, DK(?), FR, GR, HU, IR, IT, LT, PL, RO, ES (?)

Note:

1. Although initiatives exist where integration is a fact, these initiatives are very rare
2. There are a lot of variables that influence the fact if there is integration yes or no. Some of these variables are the level of competition, the sportdiscipline, the social aspect of the sport,...
3. The participants are convinced that more research in this area is needed

Question: Are sportfederations for persons with a disability linked to sportfederations for persons without a disability? Is there co-operation?

TABLE 15:

Country	Formal	Informal	Personnel	Equipment	Championship	Coaches, trainers
BE	x	x	x	x	x	x
BG						
CZ	x	x	x	x	x	x
DK		x	?	?	?	?
DE		x	x	x		
ES						
FI		x	x	x		
FR	?	?	?	?	?	?
GR						

HU		x	x	x		
IR	x	x	x	x	x	x
IT		?	x	?		
LV		x	x	x		
LT		x			x	
NL	?	x	?	x	x	x
NO	x	x	x	x	x	x
PL		x	x	x		
PT	x	x	x	x	x	x
RO	x	x	x	x	x	x
SK	x	x	x	x	x	x
SE	x	x	x	x	x	x
UK	x	x	x	x	x	x

Note:

1. These co-operations are often sport specific. To give a general view on this co-operation is very difficult
2. The fact was stressed that co-operation happens sometimes but sensibilisation is needed in order to increase this co-operation
3. Some partners had no sufficient information on this co-operation. For the next forum more information will be gathered and reported
4. Not only the quantitative aspects are important but also the qualitative aspects must be kept in mind

PRESENTATION

By Geoff Meek, UK

Cross-Canadian Survey on Mainstreaming Students with Physical Disabilities into Physical Education in Elementary and Secondary School (Watkinson & Bentz, 1986)

The complete questionnaire is available at the THENAPA secretariat

National Training Programme- INST PE for children with special needs in mainstream education (English Sport Council)

REMARK

The Clearing House (Council of Europe) is doing a similar survey. The network will contact them and will try to share data.

TASK FOR NEXT FORUM

1) Integration in regular schools

Teresa Leahy (IR), Nina Kahrs (NO) and Geoff Meek (UK) will compile a questionnaire. This questionnaire will make it possible to start a qualitative survey. It aims to identify different kinds of strategies for integration of persons with a disability in PE lessons (good practices).

Two opinions will be asked: The opinion of the administrators, headmasters (a) and the opinion of the PE teachers (b)

The deadline for this questionnaire is October 15, 2000

It could also be very interesting to film integrated PE lessons in different schools. It could identify good and bad practices.

2) Sport for disabled

A questionnaire concerning the co-operation between the different federations and the integration of persons with a disability in regular sport will be compiled. This questionnaire will be forwarded to all the partners.

TRAINING AND EDUCATION IN APA

Based on the keywords that were forwarded during the forum in Leuven, Belgium the discussion started.

The aim was to compile the 'ideal profile' of APA professionals in the different settings (rehabilitation, education, recreation, and competition)

The results of this discussion can be found in annex.