

Attended:

Dinold Maria (Austria), (Austria), Bultiauw Karin (Belgium), De Potter Jean-Claude (Belgium), Van Coppenolle Herman (Belgium), Van Peteghem Annelies, Wijns Karen, Stefka Djjobova (Belgium), Venova Ludmilla (Bulgaria), Valkova Hana, Bartunkova Stasa (Czech Republic), Kissow Anne-Merete (Denmark), Boursier Claire (France), Vilhu Jyrki (Finland), Jacobsen Dirk (Germany), Andras Tatar(Hungary), Bianco Anna (Italy), Klavina Aija (Latvia), Adomaitiene Ruta (Lithuania), Mikelkeviciute Jurate (Lithuania), Luuk Sietsma (The Netherlands), Kahrs Nina (Norway), Jerry Grossman, Tadeusz Galkowski (Poland), Dan Mirela (Romania), Marcu Vasile (Romania), Serbescu Carmen (Romania), Labudova Jela (Slovakia), Hammar Lena Maria (Sweden).

Apologies

Teresa Leahy (Ireland), Thomas Nigel (Great Britain). Judit Farkas (Hungary), Lars Kristen (Sweden), Gudrun Doll-Tepper (Germany).

Absent

Rodrigues David (Portugal), Evaggelinou Christina (Greece), Pedro Ruiz (Spain)

AGENDA

April 12:

Co-ordinators meeting

JC DePotter, H Van Coppenolle, K Wijns, S Djjobova, A Van Peteghem.

Went over itinerary and agreed on all meetings. Discussed order of speeches, Commissioner not to attend, Dean of ULB Phys. Ed. faculty to attend. Updated content of Press folders. Prepared for integration meeting.

integration meeting

Nina Kahrs, Maria Dinold, K Wijns, S Djjobova, A Van Peteghem, JC DePotter, H VanCuppenolle

Discussed content of Integration report and who to write it.
Decided it needs to be approximately 50 pages, Jurate to write, Nina to co-ordinate sports clubs integration, Maria to co-ordinate school integration.
Nina already has Oslo document and PhD on integration to be used.
To find questionnaires sent to each country to be used in report (white envelope), and send questionnaires by email.
Hana had written group reports from the previous integration meetings.
To use recommendations on THENAPA website.
Use Geoff Meeks summary from Limerick on integration.

Appointed meeting times during Forum for Thursday lunchtime and Friday afternoon to include other members responsible for the report. Need a structure first. Everyone to bring their own bit.

Chose a last meeting for completing the Integration report in Leuven from April 12 to 16, 2003.

April 13

THENAPA Reports from each country

Missing = Ireland and UK

Representatives had 15 minutes to speak about the impact of THENAPA in their country.

Austria

All aims were attained. Foundation of a national forum and set up events in research and inclusive events, and has created an information centre on APA.

- Student wrote thesis on integration in PE

Maria Dinold will present this report at the European Conference of Sports Science 2003 and also in Korea.

Belgium

There is an organisation for parents on inclusion, inclusive sports camps, and 8 types of special schools. They are integrating APA modules on existing curricula, but still the medical model exists instead of the social.

There is a great volunteer movement: Academy for education of volunteers, weekend courses.

New law includes 20 sessions of hippotherapy reimbursed by insurance, a concrete result of THENAPA's impact.

Bulgaria

Rector of university is chairman of the THENAPA national group. Ludmila has presented the objectives of THENAPA to the Ministry of sports and youth.

The Oslo integration report was presented to the government.

There is a course on APA in the curriculum of the 3 faculties (coach, physiotherapy, PE faculties). But there are not enough APA specialists in the field. The THENAPA CD-ROM is used to educate people at the university.

The Sofia marathon is open for wheelchair users.
There is no integration in regular schools, but just a few attempts to try.

Czech Republic

In 1993, legislation for inclusion/integration in PE was enforced. The law has recommendations, but no financial support.

Secondary students are already requesting to study in APA. There are 7 obligatory credits (3 courses) in APA within the regular PE degree.

Denmark

There exist many projects for APA; e.g. 'Give it a go'

Folk schools exist for mentally disabled which have a more vocational approach to education.

Danish Disability Sports Information Centre.

No contacts with the ministry.

APA is becoming part of rehabilitation and local recreational clubs.

Finland

THENAPA is a subgroup of the National APA Board.

- use and promote CD-rom and THENAPA website
- have more foreign students and professor exchanges due to THENAPA influence
- THENAPA accelerated the publication of the Accessibility CD-ROM. And the ministry of education translated it in English.

The law of integration in Finland is a choice.

Wheelchair basketball teams progresses to unified teams, and not disability associated teams.

There is a one-year specialisation in APA, but the full degree is yet to come.

France

Had to narrow down THENAPA objectives because it was mission impossible.

A meeting with ministries of education and authorities was not possible until the 2001 THENAPA congress. This inter-ministry meeting (network) was the first step towards THENAPA's goals in France.

Surveys and evaluations of 18 universities were done, of those which offer degrees in APA. Seven universities began co-operating in 1999 and now only 4 are taking part in THENAPA. They meet every 4 months.

Student reports on APA and integration were sent to the ministries but then the government was re-elected in 2002 and the whole process had to be started over.

The French university structure is 3-5-8 (bac-master-PhD). The THENAPA curriculum is only used by one university.

THENAPA has opened doors for international exchange of students and teachers.

In Paris there is support for integration by local authorities.

The future plan is to approach university Presidents and Deans with the THENAPA proposals.

Germany

Already had a good base in APA, and 4500 institutes with degrees in APA.

Degrees vary between German states.

There will be a national symposium November 22-23rd, 2003.

Hungary

New laws coming in at higher level education.

Very strong relations with the government

Italy

Going through transformation. It is a struggle to get any co-operation. Only one THENAPA member working on steps toward integration.

Latvia

New APA programme with increased practical training hours.

THENAPA documents spread to all sports federations in the country.

Influence has been good and easy because before THENAPA there was no integration movement.

6-8 people are involved in THENAPA.

Education programme in APA since 2000, is very successful.

The first 2 PhDs ever on APA at the LAPE university.

Use THENAPA CD-ROMs in lectures.

5 articles were published from the THENAPA evaluations and presented to the ministries.

Lithuania

Study programmes in APA will be introduced next year as part of the regular PE degree.

Netherlands

20% of PE students chose APA.

There is a lack of APA professionals in regular schools.

Club Extra- Sports for children with hidden disabilities.

Money is given to a child to choose a school.

The Dutch Federation of APA = Nebas (NSG) has a website.

Created local help desks and 2 books on how to organise sports for disabled and how to run sessions.

Examples of the video and books were given to THENAPA.

THENAPA acts as international link to share information.

Norway

New system of education through the EC, but APA already existed and is recognised in Norway.

In 1976 integrated settings began.
No special schools, except for deaf, and a resource centre for blind.

Poland

Better situation for children than adults with disabilities.
In 2002 a document or a PhD (unclear) was written on a new system of evaluation of wc basketball, and a lab of psychology on quality of life.
Blind people want their own clubs and deaf want to be integrated (phenomena unique in Poland)
APA will be included on a large base.

Romania

A book was published on Sport for Handicapped.
Have workshops for THENAPA, but have difficulties to get co-operation with the government.

Slovakia

Integration of APA at the level 3 and 4 of coaching.
2 recommendation study plan. Project of integration – ministry of education produced a new educational plan.

Sweden

Project 'From patient to citizen'
THENAPA was adopted into the national network of APA.
SNAFA (Swedish Association of APA) offers courses from 1 day to 2 weeks on APA for certification.
The presentation of THENAPA to this Association led to further co-operation and founding of resource centres between universities and schools

NB. The full country reports can be found in the THENAPA website under member countries.

March 14

Presentations

Evaluation Reports (Stefka Djobova)

The role of evaluation in a European Co-operation Project

Evaluation, what does it mean?

Measuring the **impact** of projects is not easy, it is much more straightforward to measure the **outputs** – publications, courses, websites.
Work already carried out on the evaluation of decentralised projects

indicates that the most productive form of evaluation is one which involves all the project partners, begins with the project itself and is a result of debate and agreement within the partnership. Above all evaluation is a process that must not be left to the final stages of the project.

In the context of European project work evaluation is a process:

- It supports the project and acts as a check on whether the targets have been met;
- It allows the results to be improved based upon judgements made about the value and quality of the project;
- It simplifies decision-making and can assist with fundamental changes in the project, should these be necessary.

Why is project evaluation important?

The first answer to this question (and one occasionally supplied by project co-ordinators) is **because it is a requirement of the funding organisation, in this instance the European Commission**. However this is a shortsighted view. Formative evaluation is a fundamental tool for improving good practice and therefore performance of any project. Indeed the requirement for an evaluation strategy is a feature of most, if not all funding programmes inside and outside of the EU. Improvement is in itself important. It shows that the project is flexible and helps to convince the partnership that **the process of evaluation is for their benefit as well as being a requirement of the funders**. It should also show how others outside of the project have benefited and help to raise standards for future centralised projects.

The evaluation process aims to:

- Simplify the consultation process within the project partnership;
- **Predict the development of the project and prepare the project team for pressure points in the course of the project life span;**
- Assist the project co-ordinator in quantifying results and relating these to the project objectives;
- Reduce the workload of constructing the final or interim reports.

Evaluation of a project product

This is a specialised evaluation for an environmental education product. It may be possible to adapt an existing evaluative tool from the subject or topic area of the project.

Evaluation of an event

This tool is included as a guide to the self-evaluation by the partnership of an event or course

The forms were passed out and filled in on the spot.
(evaluation form can be found on the website)

Press Conference

Two photographers present, one journalist

20 people attended.

Mark Heremans did not attend.

Speeches by Jean Claude and Herman about THENAPA, past present and future. Followed by speech from Domenico Leonarduzzi, European commissioner Reding's advisor.

Cocktail reception.

PM meetings:

CD-ROM progress (Karen Wijns)

Visual presentation of interface, update of structure and what contributions are still needed.

- Changes in titles of chapters occurred due to navigational requirements of a CD-ROM.

- Resulted in confusion and frustration and a further meeting was put for the Saturday morning to resolve disagreements on structure.

Dissemination year (Stefka Djobova)

To begin in October 2003. Asked Commission for 270 000 Euros.

The organisational structure to be discussed if the dissemination is accepted.

Socrates Programme

Thematic Networks – Dissemination Activities

The purpose of the Socrates Dissemination Activity Plan is to encourage the educational community to participate more actively and widely in the process of **exchanging good practice and experience** across Europe. By drawing attention to the outcomes and achievements of the projects supported under the "Thematic Networks" Socrates action, the aim is also to **increase the visibility** of the Socrates programme as a whole, throughout all of the 30 participating countries.

Dissemination and exploitation activities aim at making projects' outcomes **more widely available**, particularly beyond their direct beneficiaries, including not only

other university departments, other higher education institutions but also socio-economic stakeholders.

THENAPA Proposal for Dissemination

The aim of “**THENAPA Dissemination Activities**” project is to improve education of **Adapted Physical Activity (APA)** professionals throughout Europe to in turn improve quality of life for persons with disabilities. This will be achieved through use of the THENAPA CD-ROMs, the THENAPA website, a Newsletter, and the European APA Bulletin.

Within the context of the “Tuning Thematic Networks Project” the aim of THENAPA is to create a **common and ideal model of higher education in APA** across Europe.

Another aim is boosting the process of integration of persons with disabilities in schools, sport clubs, and community leisure time activities.

The **target groups** are:

- **Students and professionals in the field of APA, physical education teachers from regular and special schools; rehabilitation and sport-health centres, sport clubs for persons with disabilities, regular sport clubs, coaches, and sport federations.**
- **European Commission, every national government and their ministries of education, and sports authorities.**
- The **beneficiaries** of this project are **people with disabilities, their families, and volunteers** who assist in their APA and sports.

Activities:

- **THENAPA Forum** for launching the Dissemination year.
- To ensure widespread use of the THENAPA **CD-ROMs** we plan:
 - Translation of the CD-ROMs from **English to French and German.**
 - Translation of the basics of the CD-ROMs into **other European languages on the website.**
- **National conferences and workshops** organised by every key person for explanation and implementation of the curriculum of APA; THENAPA credit system; the CD-ROMs.
- Translation of the Recommendations and the Integration report, and introducing them to the **European Commission, NGOs, Ministries of education, and sports federations.**
- Promotion and distribution of the **Bulletin** and the **Newsletter** in **English, French and German**

Organisational structure during the Dissemination Year:

March 15

AM

Reviewing of CD-ROM structure

Groups reflected on changes and proposed a new structure (see Karen Bultiauw's slide)

- Keep to education instead of school
- Rehabilitation instead of therapy.
- Classification to be a chapter of its own.
- Discussion over rehabilitation and therapy. disagreement on terms. Chapter will now be called Intervention.
- Wanted Rehabilitation as first chapter, followed by health conditions. But it was explained that a CD-ROM is not like a textbook, the titles just allow navigation, and they do not represent hierarchical order.
- To agree on one classification system for terminology. ICF, WHO.
- Suggested PMT to be included also under PE or psycho-rehabilitation but not accepted. We should focus on APA, not so much on rehabilitation.
- Physiological to be changed to somatological, and then finally agreement on internal. Discussion between using DSMIV or ICF. To add metabolic conditions.
- To add Intellectual Disabilities and separate them from psychosocial.
- To add experience and evaluation processes in APA (Claire)
- Chapter 10 to be just 'science' not human or sport.

EARAPA elections (led by Claire Boursier)

See EARAPA minutes on website

Future Prospects

EMDAPA to become a 2-year programme. How? The model is not easily applicable for Leuven. Mr. Leonarduzzi advises finding a solution to make it 2 years.

Suggestions were:

- one year in Leuven and second year thesis and training elsewhere
- 1 semester in Leuven, 1 semester at own university, but title could not be master but specialisation.

What about financial support? The EC is still unsure.

DEUAPA discussion.

5 or 8 week programme?

32 universities will join the programme.

It will become a 7-week intensive programme with a limit of 32 students.

Fluent English or French language requirements, and possibly Spanish in future.

The bilingual model works very well.

THENAPA; who wants to create a new network?

Therefore need a new name.

Suggestions:

- Quality of education through APA
- Equality
- AP Education (not agreed on)
- Quality of life through APA and sports
- E-Quality through APA and Sports
- School inclusion through APA
- Empowerment through education and sport

Keywords;

participation, empowerment, inclusion, special needs

Would be nice to include the body as a subject. Body composition in special education

To promote APA as an academic discipline.

End of forum.