

THENAPA FINAL REPORT OF THE COUNTRY

CZECH REPUBLIC

Aims and objectives of the work at national level (according to the proposals and tasks carried out during the international meetings)

Aims and objectives of Czech THENAPA network:

1. to discover and classify development and recent legislation, rules, instructions, guidelines according the topic – integration/inclusion on the field of physical activities and sports,
2. to initiate innovation of legislation (see above),
3. to disseminate information among school authorities, teachers, staff in municipalities and civic organizations, federations, special education centres and parents,
4. to improve quality of APA study programs including the topic “integration”,
5. to create certificate programs “school regular PE integration” specially for PE teachers in practice,
6. to develop pilot research studies “inclusion in PE, recreation and sport”,
7. to publish research results with topic “inclusion”, to publish guide-book for students and teachers.

Have they been achieved?

Point 1-5 have been achieved, point 6 will be finished in June 03, point 7 in process - will be finished in December 03.

What means have been used to monitor their success or failure?

Know-how from THENAPA – IFAPA – EARAPA meetings, conferences and workshops. Know-how from other international contacts under Erasmus/Socrates or CEEPUS networks. Know-how from books (Human Kinetics and others). Contacts with Czech teachers in practice with assistance of masters or doctoral thesis. Know-how of Czech THENAPA partners (universities, ministries, federations). All information (know-how) have to be transformed in relation of ECTS system and Czech educational system.

University general means as: videos, CD-rooms, internet, e-mail, computers equipment – no problem.

Organisational approach and structure developed within the partnership to manage the project at the national level

- Describe the structure of national group, the role(s) of the national partners, Indicate any other organisations/contacts involved

Universities: Olomouc, Prague, České Budějovice, Brno, Plzeň, Liberec, Ústí nad Labem ,

Others: Representatives from Ministry of education and Ministries of social affairs (interrupted due to change of ministers after June - election), representatives of Paralampics components (physical, visual, deaf sports federations), Special Olympics, Football federation, Sokol organisation, no partner of sponsors or media (no interest of them).

Way of national cooperation – every year : one session of all partners – usually in occasion of national conference in Prague focused on sports an PE development (February 2001, 2002).

Transmission of THENAPA information for all partners, disseminate mutual information among all partners, but not very realistic results. More effective – communication among universities and secondary schools.

- Comment upon the appropriateness and effectiveness of the organisational approach in achieving the aims and goals of the project at national level:

very good communication and collaboration among universities (compare above). Special seminars and workshops, local projects focused on PE integration improvement at real schools. 14 school were involved in national project monitored and observed methods, teaching practice and results of integrative PE classes. Great interest of teachers in practice – to pass special seminars and workshops “regular PE integration”. The topic “integration” included in CEEPUS program.

Methodology, tools and technology used

The educational and teaching approach promoted within the project at the national level

Give details about their nature and impact on the impact on the end-users, participants and target group.

Target groups: APA students in Olomouc, PE students at mentioned universities,

Doctoral students in Olomouc, Brno, Prague

CEEPUS students

University PE teachers (departments of general PE – non-specialists in PE subjects)

Teachers at primary schools

PE teachers at secondary schools

Classical teaching approach: seminars at universities, workshops for teachers in practice in interested localities. Accent on discussion, training, teaching practice. (Compare part “results”.)

Open and distance learning

Describe the teaching/learning structure and approach

Comment on their impact on the end-users, participants and target groups
Typical open and distance learning was not used (over-loaded teaching staff at universities and lack of time to develop teaching tools on available quality, lack of finance to develop them). Some principles were used: written materials – “working” exercise-books, e-mail communication, www. information for public. Accent on discussion, training, teaching practice – face to face with coordinators, face to face with pupils/students in integrative classes in regular PE lessons. Observing and checking process, feed-back – analysis of teaching process and follow corrections.

Tools and technology

Did you use some new technologies in respect to achieve the objects of THENAPA (for example, CD-ROMS, new information and communication (ITC) and etc.)?

We used all materials of THENAPA origin, videos and teaching “exercise-book” of home production.

Describe and comment on the appropriateness and effectiveness of the tools and technology used to fulfil the tasks on national level

Materials appropriate – more for university students due to language: they are familiar with English as well as university teachers (translation, explanation, comments, individual teaching). Problems at seminars – workshops of field teachers. Lack of time and finance to transform materials in Czech language (we prepare situation for future).

Products and results, their dissemination

An overall qualitative description of the outcomes (products) of THENAPA at national level (materials, publications, modules, conferences, reports, studies and etc.) The list – enclosed.

Describe the outcomes in detail in two domains:

Integration through APA

Two parallel grant projects (under umbrella Czech system of project support) were developed and finished) in period of THENAPA process.

– Developmental project of study curricula focused on PE integration at all school levels (Ministry of education, youth and sports).

The best place for all – there is our school: integration of youth with disabilities through different forms of PE and sports (Grant agency of Ministry of education, youth and sports plus Academy of Sciences).

THENAPA co-operation seemed to be important determinant – in following aspects:

for successful evaluation of project proposals – grant commissions required international cooperation in that type of projects,

from the other hand – know-how from THENAPA meetings were included in those projects, Czech financial part of THENAPA was covered with money of those project (without projects – know chance to keep financial regulation of THENAPA),

Know-how from projects was presented at THENAPA meetings.

1. Developmental project – provided university curricula for all PE teachers in universities-pedagogic faculties – minimum 2 Cr of APA, 3 Cr special course “PE integration”. Both programs are accredited and recognized by Ministry of Education...
2. The best place research project. Grant Agency ... is the highest position in the grant research hierarchic system in Czech Republic.

English version of final report I will take with me to Brussels – enclosed you can find only abstract.

Both project as well as other additional activities cooperate with practice. Great amount of integrative outdoor activities, a lot of national as well as local events (children day, school days, municipality days etc.) were realized in every year, at all localities in CR. Inclusion of children – adults with disabilities in recreation activities and events became very popular, very frequent, very good quality.

PE lessons – step by step follows integration: first problem – to break medical habit – automatic cancellation children from PE. Recent situation – special commission of ministry of education evaluate new proposal for those children/pupils. Second problem – education of PE teachers. In spite of this limits – integration became education policy in several regions (with cooperation and advising of THENAPA-APA specialists). Well-being included child as well as other students, attitudes, fitness and skills standards are moderate in regular PE integrative classes.

Education and training in APA

Public awarness – better than before: regular TV – 30 min. per month focused on paralympic sports (education and information for public) – unfortunately minimal (NO) attention to persons with mental disability. Regular TV - 30 min. per week focused specially on information for persons with hearing disability – about 5 min. devoted to sports. The stamp with “paralympic sportsman” was assessed among one of the 10 best stamps of 2002 in CR. (Picture was send to Karen.) Every year “10 top disabled sportsmen awarding” is realized in President castle, TTV + media attention (no interest about mental disabled again, only on regional level awarding).

PE teachers – several years in practice – offer 2 Cr APA general – 3 Cr integration (recently recognized as a part of long-life education of teachers.

Recent APA study program in Olomouc – includes 1 semester (3 Cr) only integration + practice at schools. *Complete curricula of Olomouc study program I send to Leuven (Yves, Peter, Herman ???)*

All PE teachers in CR – 2 Cr “general APA” – obligatory part of PE teaching competence (since 2003). Optional – other “disabled sports”, 3 Cr integration (course).

Physiotherapists in Prague, Olomouc - - 2 Cr “general APA” – obligatory part of their professional competence, other “APA” subjects optional.

Football and basketball federations involved the topic “disabled sports + the role of top sports clubs ” in official curricula for A-licence and international profi-licence coaches education.

CEEPUS program – one of programs – PE and sports integration .

Short education programs both for students and other teachers, educators, public: blind orientation, sign language, some of typical sport activities: show-down, wheelchairathletics, basketball, quad-rugby, winter activities including mono-ski program, dreaif-spúorts, Special Olympics sports, unified integrative programs.

Provide a description of elements of a good practice identified and discoveries in two domains: Integration through APA

Case studies presented in project “The best place for all...”

Family program – fostering of physically disabled children, inclusion into families. Physical activities and sports play great important role.

(Compare photos and videos – sent to Karen.)

Education and training in APA

Olomouc and Prague University: APA study opened for students with disabilities.

Olomouc: 13 students with disabilities study APA (among about 150 APA students in 5 courses) – APA teaching (learning) process is co-educative, integrative. Students study together, participate in assistance, curricula individualisation etc. Prevalence of students with hearing disability, less number with mobility problems (wheelchair users, amputees).

Prague: the similar picture of students in program – special physical education + ergotherapy. The most of them – sportsmen on minimally national level. Doctoral students at both universities. Graduates – all of them are employed, all of them on very good positions in teaching or in sports federations.

Dissemination:

Provide an overall description of the dissemination strategy, measures undertaken, target groups and provide an estimate of the number of people and institution to reached:

Local public media – in case of local/regional events: acceptable on local level, very good co-operation, locally very successful, very strong information for public in region,

National media, public TV or private national TV – very selective – only in relation of politicians or “stars” medialisation – see above. Mental disability – usually rejected – or very cold attitudes.

Conferences, seminars, workshops, special publications (domain either for teachers in practice, or for research specialists). – *See –enclosed check-list.*

Comment on the effectiveness of the dissemination strategy:

Local policy – very successful for public awareness, special seminars – very good for education of persons directly realize integration (teachers, coaches, educators, volunteers).

Provide detailed information of the dissemination on each domain:

Integration through APA

Education and training in APA

Nothing extra: 1. to write – to send, or reevaluate by editorial commission. That’s all.

2. to invite to aimed group (teachers, students, etc.) next known, general process.

Specify how the project has attributed to promote equal opportunities for people with disabilities in the country

O.K.

1. Intensive from the aspect of know-how, intellectual potential: comparison of knowledge in European countries, comparison of reality in some countries during international meetings, stimulation, motivation, “white dots” for achievement of grants, “white dots” for home university (international) prestige.

2. Beside financial provision of meetings, less intensive from the aspect of finance – for home country.

Evaluation

What tools and criteria have been used to evaluate the appropriateness and effectiveness of your work (process and results) on national level?

Who did the evaluation?

Describe the evaluation process

Describe difficulties at national level in respect to the (content of the project, organisational aspect of the project and financial area)

Briefly: evaluation process in hands of responsible Faculty/University, research project of Grant Agency of Czech Republic under special evaluation process.

Reason: ministry of education before election (June 02) considered Czech THENAPA group as nice, enthusiastic group (nearly private group), accepted cooperation with THENAPA. After election – new staff at ministry of education knows nothing about this project (we did not spend time to explain due to other more important things at ministry).

Responsible Faculty of Physical Culture in Olomouc : permanent information, results are included in annual Faculty/University reports. Financial area is checked with economy department at Faculty/University, final report checked with the Dean/Rector of Faculty/University.

Project of Grant Agency of Czech Republic: special regulation for this type of grant projects: every year written report with documentation, including results, financial area. Final report, written report, a lot of enclosed documents, special finance report. THENAPA cooperation were involved at all levels of evaluation. Deadline for final report - January 31, 2003. Now – we are waiting on results of Commission and next evaluation at special meeting.