

THENAPA FINAL REPORT OF FINLAND

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

1) What they were?

The tasks of national THENAPA-group are as follows:

- *it advances APA in municipalities, federations and association and institutions
- *it acts as a contact body of information between governing bodies and between institutions and federations and associations of the field
- *it makes initiatives and adjustments to develop the condition of APA
- *it gives statements on various subjects inside APA
- *it organizes further education in co-operation with various organizations of the field
- * it coordinates the education of the field
- * it participates to the international co-operation of the field

2) Have they been achieved?

The progress has been continuous and constant.

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

There is an evaluation process going on all the time. Normally this evaluation is made by the administrator of APA in the Ministry of Education and it is discussed in the National Adapted Physical Activity Board. 2002-2003 there were two professional evaluators from the outside of APA. The evaluation was mostly about

- *how many persons are working in the different areas of APA,
- *how much the work has got subsidies or grants from municipalities and state,
- *how much and what kind of education is going on and
- *what kind of material is published

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

1) Describe the structure of national group

National Sports Council

Sub-committee for Sports Policy (chairperson + 8 members)	Sub-Committee for Sports Science and Physical Education (chairperson + 8 members)	National Adapted Physical Activity Board (chairperson + 8 members)
		Sub-Group of education and research (=THENAPA-group) (8 memb.)

- *University of Jyväskylä (PE) 3 members
- *Lahti Polytechnic (PE) 1 member
- *Satakunta Polytechnic (physiotherapy) 1

member

- *Disability Sports Associations 2 members
- *Ministry of Education 1 member

The National Adapted Physical Activity Board (since late 1980's) has met 9-10 times within a year. Over the years the role of the Board has been very important in developing and also implementing the recommendations set in National Seminars.

- 2) Describe the role(s) of the national partners, organisations and the way of national cooperation has taken place

Contact with different Universities at national level

Chairman of the national group (prof. Pauli Rintala) and two other members in the national group (prof. Pilvikki Heikinaro-Johansson) are both professors at University of Jyväskylä (Faculty of Physical Education). Third member from Jyväskylä in the group is Ms Terhi Huovinen, adapted physical educator from the same faculty.

Two other members are from Satakunta Polytechnic (faculty of physiotherapy), Mrs. Tarja Javanainen and Lahti Polytechnic (faculty of physical activity) Mr. Jyrki Vilhu

Contact with ministries

The secretary of the national group is the administrator of adapted physical activity in the Ministry of Education, Mr. Kari Koivumäki.

The meetings of the group are held typically in the facilities of the Ministry of Education in Helsinki.

In the National Board of APA there is a representant from the Ministry of Social Welfare and Health.

Contact with organisations for the disabled as well as with disability sport federations or committees

One member of the national group is the head of education in the Finnish Association of Sports for the Disabled, Mrs. Aija Saari and another from the Institute of Age, Mrs. Ulla Oikarinen

Once a year there has been held a coordinative meeting between the leaders of different organizations of the area. In the meetings there are representatives typically as follows: *1 from the Ministry of Education, 1 from the National Sports Council (sub-committee of APA), 3 from "the Adapted Sport of Finland" (kind of umbrella-organization for disability-

based sports organizations), 1 from the Finnish Sports Federation, 1 from the Finnish Sports Federation for Mentally Retarded, 1 from the Finnish Association of Sports for the Disabled and 2 from the national Paralympic Committee.

Annually there is a meeting of municipal APA instructors.

Annually there is a meeting of APA educators and researchers.

5th National Adapted Physical Activity Seminar was organized in Helsinki. During two days in November 2002 over 300 participants from teachers to administrators gathered to listen speeches and participated in demonstrations and thematic sessions. As a result of the seminar a number of recommendations were written in order to improve the status of APA in Finland. The seminar has been held every four years. One of the keynote speakers was Dr. Gudrun Doll-Tepper.

Methodology, tools and technology used

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.)?

Yes. THENAPA promoted – at least timewise – the actualization of the visual teaching material concerning infrastructure and accessibility of built environment (=how to build and repair facilities of physical activity to be suitable and comfortable for all). This material is also available in English language (“Accessible Sports Facilities 2002”).

Products and results, their dissemination

Professors Esko Mälkiä (physiotherapy) and Pauli Rintala (Adapted Physical Activity) have published a new Adapted Physical Activity textbook (472 pages) in Finnish. The book utilizes WHO’s new ICF –classification concept in its contents.

The adapted physical education workbook for students (52 pages) written by Pauli Rintala has been translated into Swedish language. It is an introductory text for APA.

Information concerning all new material is disseminated annually in the meetings of municipal APA instructors and in the meeting of APA educators and researchers. Also the information is disseminated through websites and e-mail and in all other meetings and congresses where APA is discussed.

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

- Describe the outcomes in detail in two domains:

Integration through APA. Integration in our society seems to get better and better. Infrastructure is developing all the time and legislation seems to support integration more and more. Maybe the attitudes of normal people are changing into direction of more open attitude.

The Basic Education Law (1998) supports integration. “Pupil, who has a slight learning or adaptation problem, *has the right for special education integrated to mainstream education.* ... if a pupil can not be taught normally due to a disability, disease, delay in development or

a disorder in emotional life or for some other reason, she/he should be given special education. *S.E. has to be organised integrated to normal teaching or otherwise in a special class or other place convenient for the purpose.... A pupil with disability or in need with other special support has in addition to this a right to get the services that make it possible to participate in the education free of charge.*”

More and more mainstream sports clubs and federations take persons with disabilities into account. The latest example is the project of Finnish Figure Skating Federation (Special Olympics –skating).

It is very difficult to say how much this development is due to efforts of people working in the area of adapted physical activity. Anyway, it has had an impact.

Education and training in APA In P.E educational programs there is a possibility to specialize to APA in the university and polytechnical level. In the University of Jyväskylä there is a plan to start a new degree programme in APA. Lahti Polytechnic is active in DEUAPA (European University Degree in APA) and University of Jyväskylä in EMDAPA (European Masters Degree in APA). Students with a disability study P.E. in some polytechnics and in the University of Jyväskylä.

Evaluation

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

2002-2003 there were two professional evaluators from the outside of APA. The evaluation was mostly about

- *how many persons are working in the different areas of APA,
- *how much the work has got subsidies or grants from municipalities and state,
- *how much and what kind of education is going on and
- *what kind of material is published

- 2) Who did the evaluation?

Mr. Arto Tiihonen and Mr. Timo Ala-Vähälä by order of National APA Board.

- 3) Describe the evaluation process

The evaluation was based on five different ways of collecting data: 1) interviews of APA experts, 2) collecting data with questionnaires from municipalities, 3) (questionnaires) municipal APA-instructors, 4) (questionnaires) APA organizations and 5) having a dialogue continuously with the orderer of evaluation.

The results of this evaluation is publishes in the book “Erityisliikunnan arviointiraportti. Valtionhallinnon toimenpiteiden arviointia erityisliikunnan alueella”. The evaluation report of APA. Evaluation of measures of governmental administration in the area of APA. Published by Ministry of Education 6/2002.