

THENAPA FINAL REPORT OF THE COUNTRY

- Hungary -

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 title of the Thematic Network Project was the “Educational and Social Integration of Persons with a Handicap/Disability through Adapted Physical Activity”.

Before the beginning of the project, in Hungary there were two academic programmes for educating teachers for the segregated schools:

- A) special education teacher education for the segregated special institutions and
- B) PE, coach, recreation leader and sport administrator education programmes for those who work in the “normal” schools where a low level of integration was achieved, due to the late awaken in this matter.

Therefore, our main objectives at the national level, in harmony with the original THENAPA objectives were:

- 1.1 To create a PE teacher and sport professionals training programme that includes all knowledge of APA in order to enable these teachers, coaches, administrators, recreators to work with mainstreamed population in schools, clubs, etc.
- 1.2 Back up legally the integrated academic programmes and getting support in financial and human resources for introducing the new integrated programmes in colleges, universities.
- 1.3 To utilize the jointly prepared educational aids showing good practice and enriching the methodology of PE teachers and coaches.

2. Have they been achieved?

Yes, maximally.

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

Members of the National Integration and Implementation Group of Hungary met on a very regular basis (sometimes week by week), mainly in the committee meetings. The above described objectives required an intensive collaboration of the colleague from colleges, universities and ministries. This way all remained up-dated and the gradual way of reaching the original objectives (as a success) was guaranteed. All participants agreed on the major goals and direction, multiplying the effectiveness of the meetings and leading to success.

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

1. Describe the structure of national group.

	Institution	Representative
1A	NIIG-H - group co-ordinator THENAPA – Hungarian keyperson I.	Dr. Judit FARKAS
1B	THENAPA – Hungarian keyperson II. Semmelweis University, Faculty of Physical Education and Sport Science, Program leader, Ministry of Youth and Sport, Department Head	Drs. András TATÁR
2	Semmelweis University, Faculty of Physical Education and Sport Science (formerly: the Hungarian University of Physical Education)	Prof. Dr. Jenő KIS Vice-Dean
3	Eotvos Lorand University, Gusztav Barczy Faculty of Special Education Teacher Training	Prof. Dr. Judit BENCZUR Chairperson
4	Hungarian Conference of Colleges and Universities with Programs in PE and Sports Studies	Dr. Ildikó NAGY-KOVÁCS Representative
5	Ministry of Youth and Sport	Mr. Pál SZEKERES State Secretary Mr. József NAGY, coordinator
6	Ministry of Education	Dr. Judit ANDRÁS-TELEKI Senior Counselor
7	National Institute of Sports Medicine	Dr. József PUCSOK Vice-Director
8	Hungarian Society of Sports Science, APA/APE Section, also, program director of APE program at Semmelweis University, Faculty of PE and Sport Sciences	Dr. András GUNDA Section President
9	Hungarian Special Olympics Federation	Dr. Péter OSVÁTH Vice president
10	National Public Health Program, Ministry of Health National Spine Center (joint Department of the Semmelweis Univ, Faculty of Medicine)	Dr. Annamaria SOMHEGYI Deputy program leader
11	National Sport Association, Athletes with Disabilities Association Director, Elementary School for Children with Physical Disabilities, Budapest	Mr. Pál NÁDAS President
11	Institute of Continuing Education, Semmelweis University	Dr. István TAMÁS

There were 3 committees established within the National Group, that created their own agenda and worked independently from each other. This structure was created during the second year of the project and worked well. The committees are: (1) school PE, (2) sport life (including coaching for competitive and/or elite athletes, recreational sport leaders and sport administrators) and (3) legal affairs.

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

The members and partner in this national project can be grouped as follow.

- A) Colleges, universities running PE and Sports studies programs
Role: facilitating the process of creating and implementing new, integrated academic programs
- B) Faculty of Special Education, ELTE University
Role: providing professional knowledge from the field of special education during the process of planning and developing curricula
- C) Governmental organization: Ministry of Youth and Sport, Ministry of Education and Ministry of Health
Role: passing laws that back up the new academic program and at the same time, helping in forming the optimal new programs from the formal and content point of view
- D) Non-governmental organizations: sport and health related institutions
Role: providing professional help in the content of the new curricula

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

A similar model was set up from the beginning of the project. At that time we couldn't involve all higher education institutions and not all other NGOs. By the last year we could include all relevant institutions and we were satisfied with this structure and was easy to cooperate and collaborate between meetings of the plenary or committees.

4. Indicate any other organisations/contacts involved (contact with ministries, organisations for the disabled, private sponsors and etc.)

We found the National Group a complete one, and haven't planned to involve organizations. We found it too early to call private sponsors for participation and support. As soon as the methodological aids will come out, as one of the main objectives of THENAPA, we invite them.

Methodology, tools and technology used

This part of the Report is not applicable for the Hungarian project activities. Since the formal study programs - in which APA knowledge in theory or in practice would be included - didn't exist during the project years, therefore, such activities were not performed.

Hopefully, as a result of the newly established graduation requirements and new integrated contents, the accelerated curriculum development will begin in which we can use such teaching and learning aids.

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.

Open and distance learning

- Describe the teaching/learning structure and approach
- Comment on their impact on the end-users, participants and target groups

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

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.)

- Describe the outcomes in detail in two domains:
Integration through APA

School PE:

This is about the every day life in schools. Hungary is in the planning phase, there is hardly any organized integration. Naturally, there are grass root level initiations and spontaneous practices, but those teachers and coaches are following their "heart" and self-prepared. The observatoire should be completed to reveal the "real" situation in this field. There is no data about such

practices, except that people from special education know from their own experiences, visiting schools. Based on the before-mentioned, and the previously mentioned facts (national level teacher education curriculum is modified, courses will be built in, BUT only in the near future), this question is not applicable yet.

Sport (middle level and recreational)

We know about good examples from sport and recreation clubs, how integration is taking place already. They are so fresh, and starting so much at the grass root level, that it is difficult to be aware of all. Therefore, there are no publications, reports, conferences, studies about them yet.

Education and training in APA

There is no experience in it yet. As it is written in other sections of the Final Report, in Hungary there was an outstanding agreement and cooperation among all partners (GO, NGO, academic sphere) to introduce an integrated study program in colleges and universities.

We evaluate the codification of the new Graduation Requirements, however, the implementation will take a few more years.

- Provide a description of elements of good practice identified and discoveries made in two domains:

Integration through APA

We have discoveries in this matter only from the field of sport, but no school PE yet. Especially on the club level, it is becoming wide-spread to have together abled-body and disabled amateur athletes and those who simply want some form of recreation.

At the top level of competitive sport it is difficult to share space, time and the human resources (coach, medical support) during the everyday practices. But National Championships were already organized jointly (in swimming and in track and field).

Education and training in APA

As it was described above, no actual education going on yet, but the most important step was already done and soon colleges and universities will implement and introduce the new integrated study programs.

Dissemination

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

We need to distinguish between disseminating results and the existence of the “problem” (the necessity of making steps towards integration of the disabled at every level and making it successful by re-educating and educating our “general practitioners”) as well as the THENAPA project and the national group.

Both were done very intensively, each member is presenting in conferences, congresses about it and anywhere, where physical activity is the topic, we add this aspect to it. The reports of the surveys, as they are published in a well-digested way in the Forum minutes are presented. With the same importance, we always try to draw a picture about the future’s integrated schools, any type of institution, and in general, about the society.

We prepared written information also, and translated National Training Program for People with Disabilities of UK, with the permission of the co-editor, Prof. Margaret Talbot and the key

contributors. This document is a comprehensive study on the whole field and it gives a good understanding on how the National PE curriculum and other documents are meeting with the mainstreaming movements.

Finally, the homepage of the Ministry of Youth and Sport gives news about the latest events of this field (in Hungarian language: www.gyism.hu)

- Comment on the effectiveness of the dissemination strategy

Until this point the subject of dissemination was the kind that affected only the professional from the field of PE and sport. Since the National Group involved all the necessary partners and the meetings were very regular and fruitful, we evaluate the used dissemination strategy effective and useful.

- Provide detailed information of the dissemination on each domain:
The question is not applicable for Hungary
Integration through APA
Education and training in APA

Specify how the project has attributed to promote equal opportunities for people with disabilities in the country
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Similar to the above mentioned, these questions are applicable only in a limited way. Our major objective was to create from nothing a legally guaranteed system, which provides all colleges and universities the opportunity (and the must!) to educate/train/form PE teachers and other sport professionals who combined regular and APA studies in order to be able to work with mainstreamed children and athletes.

This was taking all of us closer to promote equal opportunities for people with disabilities, but in these months the effect was limited to the academic sphere only.

Evaluation

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

One criteria existed: are able to create the legal background for up-dating the National Graduation Requirements or not. During the process we had to have the will and the consensus from all partners (Ministries, higher education institutions and professional organization helping in planning the professional issues), and it was not questionable that we have it.

- **Who did the evaluation?**

The keyperson.

- **Describe the evaluation process**

Not applicable.

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

There were no difficulties, since we knew our limits in this project and tried to plan and achieve as much as it was obviously possible to do.