

THENAPA FINAL REPORT OF ITALY

Introduction

It's necessary to make some preliminary remarks. In ITALY from the academic year 1999/00 it has been done the transformation of the ISEF (Higher Institutes of Physical Education) in Curricula of Bachelor and University Faculties. The transformation has happened in conformity with: Bologna agreements: 3 + 2 + 3 studies years. The specialisation degrees are provided in: sport, management and APA. The first three years of the new formation (99/00, 00/01, 01/02) has concluded, specialisation degrees are starting from A.Y. 02/03 and a lot of faculties have instituted a biennial specialization in APA (+2).

THENAPA job occurred out at the same time to this transformation.

Therefore it was practically impossible to constitute a unitary national group of reference. The contacts was taken separately with small groups.

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

What they were?

1 – **training** - to inform the persons responsible of new bachelor curricula about structure and contents of APA training in the other European countries;

- to assume and to propose a basic model to guide the structure of the new study according to THENAPA indications;

2 - **APA as means of school and social integration** – in accordance with the Italian situation of total school integration, to verify how much the APA are effectively used;

➤ Have they been achieved?

1 - they have been achieved only partially because during THENAPA project we were in the phase of training transformation; it exist remarkable disparities and differences according to the Universities who have instituted the bachelor curricula in Sport Sciences;

2 – even it in Italy integration is complete in all normal school, specialized APA teacher don't exist: therefore it's necessary to work about continuous training.

However the greater part of the handicapped pupils participate in the physical education course with normal pupils

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

1 – We took contacts directly with the responsible of the new training courses and we organized a lot of meetings for small groups. For confrontation about the study plans we used University Ministry official data. (Enclosure 1)

2 – The data about the participation of handicapped students into the courses of physical education has been collected by a special study in Piemonte region (surveying on one sample). The national data school integration have been collected by the Ministry of Education. (Enclosure 2)

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

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

After the academic year 2001/02 was implemented a “National Conference” of the new curricula in Sport Sciences has been instituted. In Italy there are 28 Universities in Sport Sciences, and 14 providing degree courses with specialisation in APA. Just now it’s possible to give the THENAPA recommendations to this conference.

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

I don’t think that it was the suitable approach, because it hasn’t been possible to reach all interested subjects, but it was the only one possible. However I think that according to the point achieved where we are now, it will be possible to continue the undertaken job.

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

We contacted FISD (Italian Federation Disable Sport) national and of Piedmont, Lombardy and Veneto regions; Don Calabria Institute; Deputy-Minister of the Health Ministry and Deputy-Minister of Instruction Ministry.

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.

No special modification about the method of teaching physical education and sport training in school integration.

Open and distance learning

➤ Describe the teaching/learning structure and approach.

Comment on their impact on the end-users, participants and target groups.

We don't use teaching/learning approach.

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 the CD distributed during THENAPA project.

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

We don't use the new technologies for lack of money.

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.).

Conferences in several university centres;

National congress with participation of some THENAPA members: Torino, 22/23/24 november 2001 (430 participants);

Report to National Conference of Bachelor and University Sport Faculties.

Describe the outcomes in detail in two domains:

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

Integration through APA

Integration in Italy took place since 1975, no special modification could be proposed about the method of teaching physical education and sport training in school integration.

Education and training in APA

Don Calabria Institute of Verona. It is a multifunctional structure who develop a manifold activities, in order to face, in a global approach, the problems of the more unlucky and disadvantages people.

All departments of the multifunctional centre work together in synergy, aiming to offer an all inclusive support to people, in the psychological, rehabilitative, educational and training aspects, looking for their full integrating in the society.

The main task of the Medical Centre is to reach the best functional rehabilitation of every person who get there; very different kinds of pathologies are treated trough diagnostic and therapeutic-rehabilitative interventions, aiming to reduce the handicap end the correlated disability, mainly in the post-acute phase.

Psychological therapy, speech rehabilitation, functional rehabilitation, hippo-therapy, neuro-psychological rehabilitation, occupational therapy, medical therapy and special examinations are carried on by the professionals of the Medical Centre. They compose a well-composed and multidisciplinary team that work together in order to outline the more suitable strategy of rehabilitation for each person; all aspects, functional, social and vocational are considered.

The improvement of their quality of life pass by the therapeutic and rehabilitative interventions, but also by the educational activities and vocational training organised within the Institute. The purpose is, again, to reach a high level of integration in the everyday and social life.

Sporting Centre

Answering the demand of the people of the neighbourhood, the centre is opened and appreciated by the people of the city.

It consists of an indoor swimming pool, a football field, a gymnasium for judo, a handball field, a gymnasium for climbing and a volleyball and basketball field.

Non competitive sport activities are here considered an important help tool of education and an extraordinary opportunity of social integration.

An important role is given to the Adapted Physical Activities (A.P.A.) for people with disabilities. Nevertheless, the Centre has recently founded a sportive association, in which disabled people can practice a sport, either at the competitive level or not, in order to better appreciate the pleasure of the sportive gesture in itself and not only as a way of rehabilitation.

Disabled people in situation of social or family uneasiness are hosted in Residential Units, which are family house specifically organised for them, in positive and familiar atmosphere.

Moreover, the residential units represent a setting in which disabled people are prepared to live after their parent's death, in an autonomous way.

In order to give an opportunity of labour to young disabled people the Don Calabria Institute has founded a social enterprise as well. Under the new Italian law, in such particular kind of enterprise the work represents a primary objective and a tool of intervention for disadvantages people like prisoners or person with mental or physical problems.

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 reached
- Comment on the effectiveness of the dissemination strategy. Provide detailed information of the dissemination on each domain:

The real action of dissemination will start in 2003/04, after my nomination as key person for Italy from by the National Conference of Bachelor and University Sport Faculties, and in 2005 with the organisation in Italy of the ISAPA 2005 in which I will be an active part. This symposium involve all partners interested in APA: university teachers, students, associations, persons with handicap.

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

In a situation of complete integration established by the Italian law, THENAPA couldn't have any influence to modify what was already existing.

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)

I think that it will be a true evaluation of THENAPA influence in SYMPOSIUM 2005, in relation to the conclusion of the new university course of specialization in APA starting in 2002/03 and subsequently.

NOUVELLE FORMATION UNIVERSITAIRE EN ED. PHYS. ET SPORT (enclosure 1)
(3 + 2)

ville	<u>3 ans de base</u> 180 ECTS	<u>+ 2 ans orientation:</u>				faculté de référence
		éducatif	sportif	prév. APA	management	
Bologna		x	X	X	X	sciences motrices
Brescia				X	X	médecine et chirurgie
Cagliari			X	X		sc. Matém., phys. et nat.; méd. et chir., form de maitres, phylosophie
Cassino						lettres et phylosophie
Catania						médecine et chirurgie
Catanzaro						médecine et chirurgie
Chieti			X	X		sciences motrices
Ferrara			X	X		médecine et chirurgie
Firenze			X	X	X	médecine et chirurgie
Foggia						médecine et chirurgie
Genova						médecine et chirurgie
L'Aquila			X	X	X	sciences motrices
Messina						med. et chir; écon; format. des maitres; phylosophie
Milano			X			sciences motrices
Mi Cattolica			X			format. des maitres
Molise						centre de recherche pour la formation
Napoli						sciences motrices
Padova				X		médecine et chirurgie
Palermo						sciences motrices
Parma		x	X	X		médecine et chirurgie
Pavia			X	X		médecine et chirurgie
Perugia						médecine et chirurgie
Roma			X	X	X	sciences motrices
Teramo					X	sc. politique
Torino			X	X	X	pharm; méd. et chir; lettre et phylos.; vétérinaire; format. des maitres; psyc, ; matem.
Udine			X		X	médecine et chirurgie
Urbino			X	X	X	sciences motrices
Verona			X	X		sciences motrices
		2	15	14	9	

Comme on peut voir il y a 27 Universités qui ont ouverte des formations en éducation physique et sport et 14 ont déjà prévu une + 2 orientation « prévention et APA». Des autres sont en train de prendre des délibérations à propos.

Mais sur le plan des ECTS assignés aux différents secteurs il faut un « ajustement » à partir de premières expériences menées.

INTEGRATION IN ITALY

(enclosure 2)

Thus Italy since 1975 has achieved complete school integration.

The data given in the table below shows that the largest number of integrated pupils belongs to the category denominated "psychic"; thus for us it is particularly important and urgent to study adaptation as it relates to this level, that is the psychomotor level, in consequence: adaptation from the psychomotor perspective

Number of integrated pupils, subdivided by the type of lesion (1993/94)

MPI (1):

	Kindergarten	Elementary	11/14	14/19	All schools	% of total handicapped
Blind	210	998	797	398	2,403	2.25
Deaf	615	2,622	1,771	1,067	5,715	5.35
Psychic (2)	5,760	40,094	36,973	1,160	83,987	78.71
Physical	1,560	5,272	3,352	4,546	14,730	13.79
Total handicapped people	8,145	48,986	42,893	8,171	106,835	
Total pupils	837,959	2,619,604	1,887,549	2,540,741	7,887,853	

(1) Italian Ministry of Education data

(2) In Italy "psychic" includes mentally handicapped autistic, psychotic, ESN

Total number of integrated pupils in Italian schools (MPI)

	Total of pupils in Italian schools	Handicapped integrated	%
92/93	8,048,173	106,152	1.32
93/94	7,885,853	106,835	1.37
94/95	7,457,743	106,712	1.38
95/96	7,784,270	110,664	1.42
96/97	7,700,183	113,133	1.47
97/98	7,580,395	117,643	1.55

Number of integrated pupils (Turin and Province), subdivided by type of lesion (Turin Education Authority)

	1999/00	2000/01	2001/02
Blind	85	93	91
Deaf	178	175	182
Psychic	2,676	2,930	3,194
Physical	586	587	630
Total	3,525	3,785	4,097