



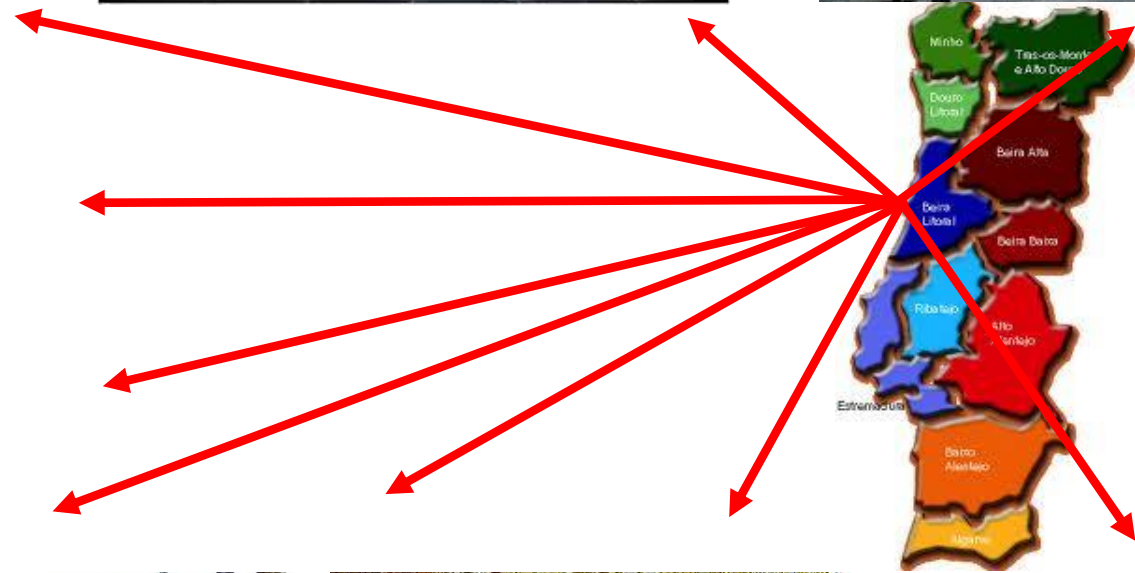
Adapted Physical Activity in Europe: Professional reality and role toward inclusion

José Pedro Ferreira, PhD

October 2017



UNIVERSITY OF COIMBRA



Founded in 1290
 Inscribed on the World Heritage List since 2013

Physical activity, exercise and health



Adapted physical activity is ...

- An interdisciplinary body of knowledge aimed at identifying and solving individual differences in physical activity
- A profession of service provision and an academic field of study that supports an attitude of acceptance of individual differences, advocates for improved access to active lifestyles and sport, and promotes innovation and the provision of cooperation services and empowerment systems
- An area of intervention that includes, but is not limited to, physical education, sport, recreation and rehabilitation

International organizations in the field of APA

IFAPA

- International Federation of Adapted Physical Activity
<http://www.ifapa.net/>

EUFAPA

- European Federation of Adapted Physical Activity
<http://www.eufapa.eu/>

The European Federation of Adapted Physical Activity



EUFAPA

European Federation of Adapted Physical Activity

www.eufapa.eu/



Vision

- The participation of people with disabilities in physical activities (physical education, recreation and sports) facilitated by legislation of high quality / evidence based on the provision of services by quality professionals in the APA.
- EUFAPA is committed to show leadership and excellence in the delivery of education and professional collaboration in adapted physical education to the time it offers high quality, legislated service for people with disabilities in a diverse and changing democratic society across Europe.

Mission

- Promote, facilitate and coordinate European cooperation in research, professional preparation, provision of services and promotion of Adapted Physical Activity for people with disabilities.

Purpose

- Encouraging European cooperation in the field of physical activity for the benefit of people at all levels;
- To promote, encourage and coordinate scientific research and experiments in the field of APA in Europe, in different areas of practice such as education, sport and recreation, and rehabilitation;
- Dissemination of scientific knowledge in APA experiences and practices available to all interested national and international authorities.

What is the current situation of APA in Europe?

2009 -2010

European Standards in Adapted Physical Activities (EUSAPA)

Research project supported by the Education, Audiovisual & Culture Executive Agency, Life-long Learning Programme Sub-programmes – Multilateral projects, networks, accompanying measures - European Union



Several questions:

- Who can and who does the work in APA?
(Physical Education, Sport, Rehabilitation)
- What skills do APA professionals need to acquire?
- Where and how should they acquire these skills?
- Can these competences be transferable in the different European countries?

**PHYSICAL EDUCATION FOR STUDENTS WITH SPECIAL EDUCATION
NEEDS IN EUROPE: FINDINGS OF THE EUSAPA PROJECT**
Aija Klavina*, Martin Kudláček**

* *Latvian Academy of Sport Education, Latvia*

** *University of Palacky in Olomouc, Czech republic*

(Resumen)

**EDUCACION FISICA DE LOS ALUMNOS CON NECESIDADES EDUCATIVAS
ESPECIALES EN EUROPA: RESULTADOS DEL PROYECTO EUSAPA**

Actividad Física Adaptada (APA) es una profesión de la prestación de servicios y un campo de estudio académico. Este estudio describe los resultados del proyecto Estándares Europeos en Actividad Física Adaptada en el área de educación física adaptada. Se identificaron las diferencias en los servicios de educación especial, incluida la Educación Física Adaptada (APE), en los 12 países socios del proyecto. El nivel académico de las APE se define en cuatro partes: (1) competencias profesionales de los profesores de educación física, (2) descripción de la ocupación de los profesores de educación física, (3) Mapa Funcional de APE, y (4) Marco de conocimientos, competencias y destrezas en APE. Los resultados del proyecto junto con identificación de nuevas recomendaciones para la Comisión Europea se proporcionan con el fin de promover la aplicación de estrategias de educación inclusiva para estudiantes con necesidades educativas especiales en educación física.

PALABRAS CLAVE: educación física adaptada, necesidades educativas especiales

**ACADEMIC STANDARDS FOR APA PROFESSIONALS IN SPORT: A REFLEXIVE
APPROACH IN EUROPE**

José P. Ferreira^{*}, Natalia Morgulec-Adamowicz^{}**

** University of Coimbra, Portugal*

*** Józef Piłsudski University of Physical Education in Warsaw, Poland*

(Resumen)

**ESTÁNDARES ACADÉMICOS PARA PROFESIONALES APA EN EL DEPORTE: UN
ENFOQUE REFLEXIVO EN EUROPA**

Actividad Física Adaptada (APA) es una profesión de la prestación de servicios y un campo de estudio académico que apoya una actitud de aceptación de las diferencias individuales, aboga por la mejora del acceso a estilos de vida activos y al deporte, y promueve la innovación y la prestación de servicios de cooperación y sistemas de capacitación. La promoción de estilos de vida activos y el deporte y actividades de ocio de calidad para las personas con discapacidad requiere de habilidades y competencias específicas entre los profesionales del deporte y de ocio que sólo se puede lograr a través de una adecuada formación académica y profesional. El propósito del presente trabajo es dar a conocer los principales logros del proyecto Estándares Europeos en Actividad Física Adaptada (EUSAPA), en el área específica del deporte y la recreación como: i) la identificación y descripción de las necesidades de todos los países socios, ii) la descripción de sus competencias y la definición de los estándares académicos y iii) desarrollo de un marco académico internacional para mejorar la calidad de la formación profesional en APA a nivel europeo. Los resultados mostraron que todavía hay un largo camino por recorrer para la homogeneización de los servicios de APA en los estados miembros diferentes, tanto en el tipo de servicios prestados y la formación específica de los profesionales que los prestan. Diferentes tipos de profesionales con y sin formación académica en las APA están participando en el proceso con diferentes habilidades y competencias, proporcionando diferentes niveles de prestación de servicios en las áreas deportivas y recreativas. El desarrollo de un marco académico internacional es una prioridad para garantizar la calidad de la formación profesional en la APA y el nuevo Programa Erasmus Mundus en APA debe ser considerado como un buen ejemplo de un marco teórico, que incorpora cursos prácticos en las diversas áreas de intervención consideradas vitales para los servicios de APA relacionados con el entrenamiento y las áreas deportivas y de ocio.

***PALABRAS CLAVE:** Marco profesional para entrenadores, Entrenamiento en habilidades y competencias APA, Deporte y discapacidad en la Unión Europea*

ADAPTED PHYSICAL ACTIVITY IN REHABILITATION
Joeri Verellen^{*}, Bartosz Molik^{},**

^{}Faculty of Kinesiology and Rehabilitation Sciences, Katholieke Universiteit Leuven, Belgium*

*^{**}Akademia Wychowania Fizycznego Józefa Piłsudskiego, Warszaw, Poland*

(Resumen)

ACTIVIDAD FÍSICA ADAPTADA EN REHABILITACIÓN

Este manuscrito informa del resultado de un proyecto titulado "Estándares Europeos en la Actividad Física Adaptada" (EUSAPA). El propósito de este proyecto es definir el propósito y el valor añadido de un programa de actividad física adaptada como parte del programa de rehabilitación. Por otra parte, señalando los objetivos y los beneficios de la actividad física adaptada, y la definición de las actividades clave de un programa de actividad física adaptada en la rehabilitación, dará lugar a la especificación de una serie de competencias necesarias para cumplir con éxito este programa. A partir de estas competencias, se harán sugerencias para la optimización de los requisitos del currículo actual con el fin de mejorar la formación de profesionales. Finalmente, se indican recomendaciones para definir, desarrollar y garantizar un estatuto profesional legislativo para el programa de Actividad Física Adaptada y sus terapeutas, especialistas, instructores, etc..., aquellos que están coordinando el programa de Actividad Física Adaptada.

PALABRAS CLAVE: Discapacidad, Rehabilitación, Estilo de vida activo, Actividad Física Adaptada

"The current situation of Adapted Physical Activity in Europe is deeply and clearly influenced by the idea of heterogeneity"

(Ferreira & Morgulec-Adamowicz, 2011)

EUSAPA outcomes

(Ferreira & Morgulec-Adamowicz, 2011)

APA services in each country grouped in four categories:

i) Countries where APA already exists as a profession, service provision in each of the three areas of intervention and services provided are funded by national health, education and sport systems (eg. Finland);

ii) Countries where APA exists as a profession in one of the three areas of intervention and services in the other two areas are offered by other professionals with experience in APA (eg. Belgium, Czech Republic, France, Sweden);

EUSAPA outcomes

(Ferreira & Morgulec-Adamowicz, 2011)

iii) Countries where APA does not exist as an official profession, but where APA services are provided for all areas of intervention (education, sport and rehabilitation) through other professionals with APA experience as physical education teachers, coaches or physiotherapists (eg. Ireland, Latvia, Poland, Portugal, United Kingdom);

(iv) Countries where APA does not exist as an official profession and where APA services are offered by low-skilled or non-qualified professionals (volunteers).

Training offer in APA in Europe?

Our gold standard

KU LEUVEN



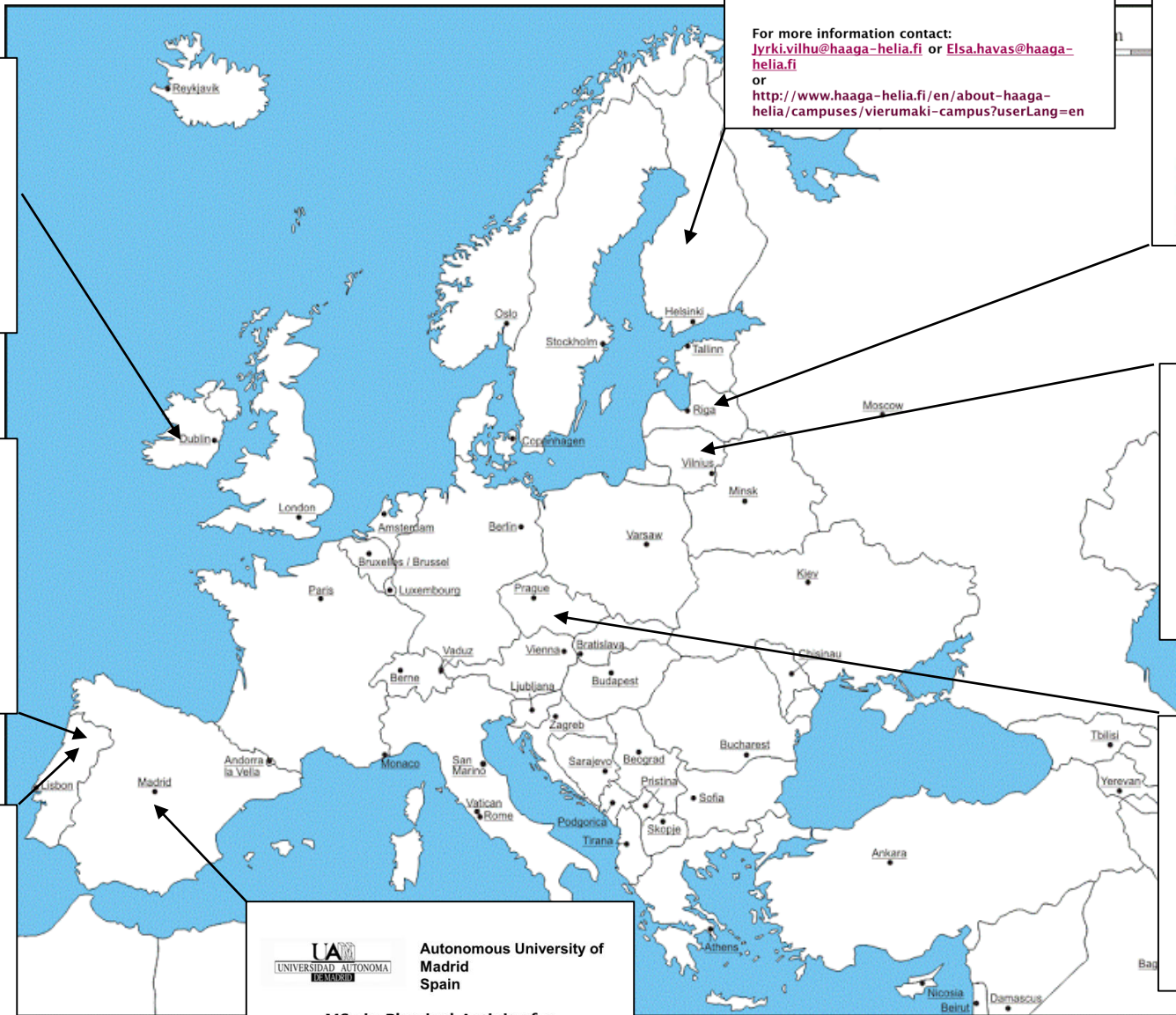
Katholic University of Leuven
Palacký University Olomouc
Belgium/CZ

International Master of Adapted Physical Activity [120 ECTS]

For more information contact:
Yves.vanlandewijck@kuleuven.be or
Lore.jacobs@kuleuven.be



Other national offers



 **Institute of Technology Tralee**
Ireland

MSc in Adapted Physical Activity Leadership [90 ECTS]

For more information contact:
Ursula.barrett@staff.ittralee.ie
or
<http://www.ittralee.ie/en/InformationAbout/Research/Scholarships/>

 **Haaga-Helia University of Applied Sciences**
Finland


European University Diploma in Adapted Physical Activity [60 ECTS]

For more information contact:
Jyrki.vilhu@haaga-helia.fi or Elsa.havas@haaga-helia.fi
or
<http://www.haaga-helia.fi/en/about-haaga-helia/campuses/vierumaki-campus?userLang=en>

 **Latvian Academy of Sports Education**
Latvia

Professional MSc in Health Care Specialist in Sport [120 ECTS]

For more information contact:
aija.klavina@gmail.com
or
http://lspa.lv/eng/index.php?option=com_content&view=article&id=271:-professional-higher-education-master-study-programme-health-care-specialist-in-sport-47722&catid=220:programs&itemid=2

 **University of Porto**
Faculty of Sport
Portugal


MSc in Adapted Physical Activity [120 ECTS]

For more information contact:
rcorredeira@fade.up.pt
or
https://sigarra.up.pt/fadeup/pt/cur_geral.cur_view?pv_ano_lectivo=2016&pv_origem=CUR&v_tipo_cur_sigla=M&pv_curso_id=852

 **Lithuanian Sports University**
Lithuania


Bachelor in Adapted Physical Activity [180 ECTS]

For more information contact:
jurate.pozeriene@lsu.lt
or
<http://www.lsu.lt/en/studies/study-programmes/undergraduate/adapted-physical-activity>

 **University of Coimbra**
Sport Sciences Faculty
Portugal


MSc in Exercise, Health and Well-being for Special Groups [120 ECTS]

For more information contact:
jpferreira@fcdef.uc.pt or mjcampos@fcdef.uc.pt
or
<https://apps.uc.pt/courses/en/course/6181>

 **Palacký University Olomouc**
Czech Republic

MSc in Adapted Physical Activity [120 ECTS]

For more information contact:
zuzana.hanelova@upol.cz
or
<http://old.ftk.upol.cz/en/groups/courses/>

 **Autonomous University of Madrid**
Spain

MSc in Physical Activity for People with Disabilities and Social Integration [60 ECTS]

For more information contact:
mario.diaz@uam.es
or
https://www.uam.es/ss/Satellite/FPprofesorado/en/1242657363782/1242670334118/estudio/detalleGrado/Master_Universitario_en_Actividad_Fisico-Deportiva_Personas_con_Discapacidad_e_Integracion_Social.htm

Future offers



Erasmus+

Innovative Rehabilitation Education - Introduction of new master degree programs in Ukraine (REHAB)

- | | |
|--|--|
| • Latvian Academy of Sport Education (LASE) | • Sumy State University (SSU) |
| • National University of Physical Education and Sports of Ukraine (NUUPES) | • Jozef Pilsudsky University of Physical Education in Warsaw (AWF) |
| • Testing Board (TB) | • Lithuanian Sport University (LSU) |
| • Lviv State University of Physical Culture (LDUFK) | • European Federation of Adapted Physical Activity (EUFAPA) |
| • Ternopil State Medical University (TSMU) | • Satakunta University of Applied Sciences (SAMK) |
| | • Pavol Jozef Šafárik University in Košice (LFUPJŠ) |



Why is it important to monitor the training offer?

Training offer monitoring

- To monitor the global quality and efficacy of the initial training for APA services delivery;
- To improve homogeneity in APA training in different European countries providing professionals similar training opportunities;
- To promote lifelong training in APA;
- To speed up the transfer from scientific knowledge into professional practise;
- To stimulate creativity, innovation and personal initiative in APA services delivery.

What is inclusion?

Inclusion

(...) is associated with the provision of services to ensure that all students, regardless of their abilities, can reach their full potential when integrated in an appropriate educational setting.

(O'Brien, Kudláček & Howe, 2009)

Inclusion

According to UNESCO (2009) the main factor for inclusion of students with disabilities in the education system is the attitude and skills of the teachers (...) the key theme for successful inclusion is inside each teacher's head.

UNESCO (2009). Towards Inclusive Education for Children with Disabilities: A Guideline. Bangkok: UNESCO Bangkok. 154 p.

The role of APA in inclusion?

Role of Physical Education & Sport for inclusion

Sport & PE plays a recognized important role in the specific context of European society.

(Nice Declaration, 2000)

Physical education is one of the most important disciplines of the school curriculum, where inclusion begins.

(Sherrill, 2004)

Role of Physical Education & Sport for inclusion

However, many governments despite of having taken the legislative commitment to promote Sport & PE, have been or are being too slow in the practical application of these intentions.

(Hardman, 2008)

Evidence for the importance of APA for inclusion?

Adapted Physical Activity & inclusion

Physical education can work very positively for children with disabilities.

(Goodwin & Watkinson, 2000)

(...) and these results can be achieved without negative reactions from other peers without disability

(Obrusníková, Válková & Block, 2003)

Adapted Physical Activity & inclusion

The inclusion of students with disabilities in PE classes depends on many factors, but the teacher's favorable attitudes is one of the key factors needed for successful inclusion (Conatser, Block & Lepore, 2000; Campos, Ferreira & Block, 2014; Downs & Williams , 1994; Hodge, Davis, Woodard & Sherrill, 2002; Palla & Mauerberg-de-Castro, 2004; Patrick, 1987; Rizzo & Vispoel, 1991, 1992; Sherrill, 2004; Tripp & Sherril, 1991)

Attitudes change toward students with disability

Which attitudes should change?

- Teachers
- Students without disability and their parents
- School staff members

Attitudes change toward students with disability

Which attitudes should change?

- **Teachers**
- Students without disability and their parents
- School staff members

Variables that may influence teacher's attitudes toward students with disabilities

Student's related variables / Type of disability

Students with mild disabilities are seen as more favorably than students with more severe disabilities (Rizzo, 1985; Rizzo & Vispoel, 1991; Tripp, 1988).

Variables that may influence teacher's attitudes toward students with disabilities

Teacher related variables:

- Age
- Gender
- Teaching experience with students with disabilities
- Academic teacher's training
- Perceived competence

(Kowalski & Rizzo, 1996; Rizzo & Kirkendall, 1995; Rizzo & Vispoel, 1991, 1992; Zanandrea & Rizzo, 1998)

Attitudes and age

- Age has been negatively correlated with attitudes toward teaching students with disability. Older teachers have less favorable attitudes than younger teachers (Avramidis & Norwich, 2002, Conatser, Block & Lepore, 2000, Kowalshy & Rizzo, 1996);
- Serrano (1998) reported that the age group with the best favorable attitudes towards inclusion was the group between 30 and 35 years.

Attitudes and gender

- Some studies showed that female teachers have more favorable attitudes toward teaching students with disability than male teachers (Conatser, Block & Lepore, 2000; Hutzler, Zach & Gafni, 2005), others did not differ (Hodge et al., 2002; Kowalski & Rizzo, 1996).
- This variable shows some inconsistency and has proved to be inconclusive

Attitudes and teaching experience

Some studies found a negative correlation with years of experience, teachers with less teaching experience were more enthusiastic about inclusion than their older colleagues.

The quality and the nature of teaching experience is more important in fostering positive attitudes toward teaching students with disabilities, rather than just more experiences in teaching (Rizzo & Vispoel, 1991)

Attitudes and academic training

- Academic preparation and years of teaching students with disabilities correlate positively with perception of competence.
- The greater the academic preparation and the teaching experience with students with disabilities, the greater the perceived competence that leads to more favorable attitudes (Rizzo & Kirkendall, 1995).
- The lack of academic preparation can lead to feelings of incompetence and may lead to negative attitudes of PE teachers (Obrusnikova & Block, 2007).

Attitudes and perceived competence

Some studies suggest that the more teachers feel competent in teaching students with disabilities, the more favorable their attitudes are.

(Hodge et al., 2002; Zanandrea y Rizzo, 1998)

Exploring teachers' voices about inclusion in physical education: a qualitative analysis with young elementary and middle school teachers¹

Maria J. Campos and José P. Ferreira

Faculty of Sport Science and Physical Education, University of Coimbra

Martin E. Block

Kinesiology Program, University of Virginia

Abstract

To truly understand physical educators' concerns about inclusion their voices must be heard, but little research has been done in Portugal. For this reason, a semi-structured interview in a focus group was held with young physical educators aiming to identify the perceptions and challenges with respect to inclusion in their physical education (PE) classes. Findings of the present research suggest that these PE teachers advocated for inclusion and pointed out advantages for students with and without disabilities, although they raised some challenges that could be an obstacle to effectiveness, including the lack of specific training and experience in inclusive PE and type and severity of the student's impairment. These results emphasize the need for specific preparation of Portuguese PE teachers in inclusive PE not only during the university curricula but also during their professional careers.

Attitudes change toward students with disability

Which attitudes should change?

- Teachers
- **Students without disability and their parents**
- School staff members

Students are the main stakeholders in inclusive education, however their voices are not heard, asked for or welcome.

(Stubbs, 2008)

It is recognized that both the attitudes and intentions of peers without disability play a central role in the successful inclusion of students with disabilities in PE.

(Block & Obrusnikova, 2007)

One of the difficult barriers found by children with disabilities is the low level of acceptance of their peers, the negative attitudes they face and consequently the exclusion from activities including PE.

(Frese & Yun, 2007)

How to change these attitudes?

PE is an effective academic area that promotes different skills and helps students to understand each other and their own abilities, and can enable students with disabilities to show others their abilities and interests in sport.

(Frese & Yun, 2007)

Why to implement awareness programs in PE school context?

- To promote knowledge about disability sport and APA,
- To put the topic of disability and inclusion under discussion,
- To promote information, awareness and attitude change toward students with disability in the general school context.

Paralympic Sport Programme / Paralympic School Day in Europe

Campos, Ferreira & Block, 2014 (Portugal); Hutzler & Levi, 2008 (Israel); Liu, Kudlacek & Jesina, 2010 (Czech Republic); Panagiotou et al., 2008 (Greece); Van Biesen, Busciglio & Vanlandewijck, 2006 (Belgium)

INFLUENCE OF AN AWARENESS PROGRAM ON PORTUGUESE MIDDLE AND HIGH SCHOOL STUDENTS' PERCEPTIONS OF PEERS WITH DISABILITIES^{1, 2}

MARIA J. CAMPOS AND JOSÉ P. FERREIRA

Faculty of Sport Science and Physical Education, University of Coimbra

MARTIN E. BLOCK

Kinesiology Program, University of Virginia

Summary.—The ongoing topic of attitudes toward inclusion of students with disabilities in Physical Education (PE) classes emphasizes the role of schools as a primary place where attitudes toward disabilities can be changed. The effect of an awareness program on students' attitudes toward the inclusion of peers with disabilities in PE was examined, as well as variables such as sex, age, previous contact with disability, and competitiveness. The participants were 509 students (235 girls, 274 boys; *M* age = 13.3 yr., *SD* = 1.1, range = 11–16), who attended middle and high Portuguese schools. The awareness intervention comprised a one-week program (2 PE classes, 90 min. and 45 min.). Attitudes were assessed before and after the intervention. The awareness program appeared to have a positive influence on changing students' attitudes toward inclusion in PE.

Highlights

- Girls have more positive inclusion attitudes than boys;
- Young people with previous family contact with people with disabilities present more positive attitudes of inclusion;
- Young people with prior contact with peers in general PE classes have more positive attitudes to inclusion;
- The global attitudes toward inclusion in contexts of general PE changed as a result of intervention [Paralympic Sport awareness program];
- However, the attitude in specific sport contexts did not change [eg. competitive sport situations]

Spreading the word about APA

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**University of Worcester,
United Kingdom**



Contact:



Andrea Faull: a.faul@worc.ac.uk

Ken Black: k.black@worc.ac.uk



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in the same location
since **1537**



jpferreira@fcdef.uc.pt

Thank you for your attention !

