PALACKY UNIVERSITY OLOMOUC

Faculty of physical education

COMPARISON OF THE SELCTED PHENOMENA OF APA IN THE CZECH
REPUBLIC AND AUSTRALIA: EVALUATION OF ATTITUDES TOWARDS
INTEGRATION IN PHYSICAL EDUCATION

Master thesis

Author: Tomas Salava, department of Adapted Physial Activity

Promoter: prof. PhDr. Hana Válková, CSc.

Acknowledgements

To my dearest family…

…you gave me the chance…and I will make the most of it.

To prof. Hana Valková…

…It´s been no bed of roses, no pleasure cruise…I know.

To those who helped me in the Czech Republic and in Australia

…It was pleasure meeting you.

To everyone else…

…don´t stop me now!.I´m burning through the skies..

I thank you ALL!

GO HARD, OR GO HOME!

Bilbliographical identification

Author's first name and surname: Bc. Tomas Salava

Title of the master thesis: Comparison of the selected phenomena of APA in the Czech Republic and Australia: evaluation of attitudes towards integration in P.E.

Department: Department of Adapted Physical Activities

Promoter: prof. PhDr. Hana Válková, CSc.

The year of presentation: 2011

Abstract: The first aim of this study was to gain a general overview on the historical development and current situation in education on the individuals with disability, mainstreaming and inclusive strategies in education in Czech Republic and Australia. Review the literature, compare and to see the similarities and differences in the various areas such as sport, education, legislation and interventional programs.
The second aim was to compare what type of interventional program will have more visible effect on attitudes of pupils towards inclusion of peer with disability. Whether Paralympic School day in Czech Republic or Sports Ability Program in Australia. This has been done by comparing the results obtained from various researches on this topic in Czech Republic and one in Australia. Materials used on this research were the revised CAIPE-R questionnaire from Block and Siperstein´s Adjective Checklist. We found the main differences in legislation and inclusive education between Czech Republic and Australia, but we didn´t find out any difference in the effect of the interventional program on the attitudes.

Keywords: Attitudes, education, history of disability, individual with a disability, inclusion, interventional programs, legislation, mainstreaming, Paralympic school day, Sports ability program

I agree with lending of this thesis within the library service.

Bibliografická identifikace

Jméno a příjmení autora: Bc. Tomáš Salava

Název diplomové práce: Komparace vybraných jevů APA v Austrálii a ČR: hodnocení postojů k integraci v P.E..

Pracoviště: Katedra Aplikovaných pohybových aktivit

Vedoucí diplomové práce: prof. PhDr. Hana Válková, CSc.

Rok obhajoby: 2011

Abstrakt: Prvním cílem této studie bylo získat základní přehled o historickém vývoji a současné situaci ve školsP.E.í a péči o osoby se zdravotním postižením a strategií v oblasti vzdělávání v České Republice a v Austrálii. Přehled literatury, najít a srovnat podobnosti a rozdíly v různých oblastech, jako je sport, vzdělávání, legislativa a intervenční programy. Druhým cílem bylo porovnat, jaký typ intervenčního program bude mít viditelnější vliv na postoje žáků k začlenění vrstevníků se zdravotním postižením. Ať už paralympijský školní den v České Republice nebo Sports Ability Proram v Austrálii. To bylo provedeno srovnáním dosažených výsledků z různých výzkumů na toto téma uskutečněných v České Republice a jednoho výzkumu v Austrálii. Materiály použité v tomto výzkumu byly CAIPE-CZ dotazník a Sipersteinuv Adjective Checklist. Zjistili jsme hlavní rozdíly v legislativě a inkluzivním vzdělávání mezi Českou republikou a Austrálií, ale nenašel se žádný rozdíl v účinku intervenční program na postoje vůči žákům s postižením.

Klíčová slova: Historie osob s postižením, inkluze, intervenční programy, jedinec s postižením, legislative, mainstreaming, Paralympijský školní den, postoje, vzdělávání

Souhlasím s půjčováním diplomové práce v rámci knihovních služeb.

Declaration

I hereby declare that I have completed this Master thesis independently under the supervision of prof. Hana Valkova. I have provided all literal sources and met all principles of scientific ethics. In Vracov, 31st of July, 2011

…………………………..

INDEX

1. Introduction

Doing things half-way, leads only and always to half-nothing.

Inclusion. There has been written and said a lot lately. Maybe, more than enough. Less was done. However, many people still believe and hope, that thinking and subsequent building castles on the pillars from sand and salt, will be the redemptive action, which will lead to the ideal situation we all dream about. We have to think at least, at least, before acting. Inclusive attempts I´ve witnessed throughout my studies, were more or less efficient and successive. More or less. Should that be enough? Should we say: " There will always be problems and complications, so it´s just a matter to find the least problematic way." The least worst. Do You feel? There must be something wrong about this. We should be far from creating things just for their own sake. We should be far from trying to overlook the problems that arose. We should be far from creating inclusion just to look human. We should be far from inclusion based on premises and may-be´s. We should do things better. We should try to achieve the best possible. We have to. Because if better is possible, than good is not enough.

In my thesis, I aimed my focus on the area of interventional educative programs. Their purpose is clear. Mostly, it´s to increase general awareness about the disability sport and the community of the disabled itself. But should that really be the only purpose. Why would we do that? After reading through all the available materials I realized, that well performed and provided interventional educative program, can be the best possible pre-step of successful inclusion. And this was the way I chose for my thesis. I tried to compare different types of interventional educative programs in Australia and the Czech Republic. Compare them not only by how they influence the change of the attitudes of kids towards their peers with disabilities, and tried to came to conclusion how should really look the successful and efficient intervention program and the best possible pre-step of comprehensive inclusion. But also to compare the different cultural and legislation background, and see how it may have influenced the creating of the programs, or their perceiving by the target groups. To gain the whole picture of current situation was also necessary to add and to compare the legal background and its effect on inclusion, and inclusion-related problems and solutions. Because for me…

„THERE ARE NO PROBLEMS….ONLY SOLUTIONS"

2 Aims and objectives

Before my study period in Australia, I had an idea, that if we want to achieve something in the area of inclusion, we can't compare ourselves constantly to ourselves. That will always lead to the same outcome. That is why I decided to try something new. Finding a program that is similar-by its goal-to the program applied in the Czech Republic and find out, which way of inclusion and what approach has been chosen in Australia. Because of cooperation with Australian governmental bodies and to have the whole picture of the situation and possible affecting factors, it was necessary to do the complete literature research and review of factors that may have had somehow influenced the process of inclusion as well as the effect of the program itself.

Therefore, the aims of my study are these.

1 - Compare the history and the development of the legislation, policy and education and care of the individuals with disability in Australia and in the Czech Republic.
2 – Compare the difference between two applied interventional programs focusing on improving the attitudes of pupils towards inclusion of individuals with a disability into mainstream education

The objective of this study is to investigate what specific intervention, in this case the Paralympic School Day and the Sports Ability Program, can have better influence on the attitude of secondary school children towards the inclusion of children with a disability. And what are the differences in the general and legislative situation in Australia and the Czech Republic regarding sport, education and recreation of individuals with disability within the intact population.

2.1 Scientific Question

What are the differences and similarities in legislative system and education.

3 Literature research and review

The area of disability deals with various terms, which are necessary to be understood. The fact is, that already our „sense" for language usually leads us the right way and we're mostly able to understand and imagine what these terms stands for. Nevertheless, to have the full picture in our minds let me start with the terms that are the most used throughout this paper and are also essential for area of adapted physical activities.

3.1 Inclusion

Throughout this paper, we use the term inclusion. This term emphasizes the role of the company, which must evolve to adapt to the difference and fight discrimination. It is society that is perceived as an obstacle to full participation of all its members and not the individual. Inclusion is both a process and a goal. It is now a political importance. However, how to push the society to adopt an inclusive development? It is important to change the prejudice, stereotypes, and particularly the attitudes of society against people with disabilities. According to Joel Gaillard (2007), "adding the fear, the way we make up, is more easily integrated with grading." The integration of people with disabilities is dependent on the attitudes conveyed by the society. Sherril (1998) established that: "The key to Changing Behaviors toward People Who Are Different IS attitudes. This is the essence of APA, integration, and inclusion. "Attitudes are predispositions to approach each or avoid something. But change takes time, so why not try to speed up the process by focusing on the institution affecting more people, including individuals under growth? The ideas to integrate awareness of children's experience of school experiences seem relevant. Indeed, on one hand, the audience is "captive" and the other part of the school is consistent with the goal of building a responsible citizen in an inclusive society.

„Inclusion is the practice of placing many different kinds of students in general physical education. Inclusion is the philosophy that students should be educated together in one classroom instead of separate classrooms designated to meet special needs. Inclusion means that the general physical education teacher will make the necessary changes in

didactics, pedagogy, and curriculum to assure that all students will achieve their physical education goals and feel safe, happy, comfortable, and successful in the physical education setting." (Kudlacek, 2001, p. 190)

3.2 Disability

Considering the fact, hat this thesis is of a comparative kind, I´ll use the definition of disability mentioned in the The Commonwealth *Disability Discrimination Act* (DDA*)* of 1992 in Keefe(2002).

„A broad definition of disability`

For the purposes of the legislation, a person has a disability under Commonwealth law (DDA) if there is:
-total or partial loss of the person's bodily or mental functions; or
-total or partial loss of a part of the body; or
-the presence in the body of organisms causing disease or illness; or
-the presence in the body of organisms capable of causing disease or illness;
-the malfunction, malformation or disfigurement of a part of the person's body; or
-a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
-a disorder, illness, or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behavior; and includes a disability that
-presently exists; or
-previously existed but no longer exists; or
-may exist in the future; or
-is imputed to a person." DDA(1992).

And the definition by WHO (2011)

„Disabilities are an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action;

while a participation restriction is a problem experienced by an individual in involvement in life situations.

Thus disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives." (WHO, 2011)

And finally as C. Sherill(2004) notes: " Disability, according to Ustun (2003) who explained the new 2001 WHO/ICIDH/ICF terms and constructs to IFAPA members, may serve as an umbrella term for health and health-related states that encompass problems (e.g., impairments, activity limitations, or participation limitations) that result from interactions between personal and contextual (environmental) factors. On the other hand, disability may refer specifically to activity limitations, again attributed to interactions between personal and contextual factors.

Activity limitations, in turn, imply a set of objective, measurable criteria that are used by designated experts to determine eligibility of a person for special services, programs, supports, or help for which funding must be made available. Activity encompasses intellectual, social, emotional, or physical functions or any combinations, thereof, as may be observed in specific work, leisure, or daily living tasks. Limitations come from interactions among impaired body functions and structures, the nature of activity demands, and societal barriers to participation. Disability (or its synonym activity limitations) is no longer determined by how a person looks and acts. Disability, according to new definitions, can be determined only by assessment of individual performance and of context (generally called ecological assessment and supported by scholarly theory). Assessment must relate directly to criteria that describe safe and successful performance in each area of educational, vocational, and health/daily living importance. For example, a person may have a double-leg amputation, Down syndrome, or total blindness and still not be legally disabled, according to WHO, if he or she can perform at an acceptable level in work, leisure, and daily living tasks. Concepts of safe and successful vary by culture and context, and thus understandings in relation to the new definitions are difficult to teach." (Sherill, 2011)

There we see, that a short definition or one-line heading is useless, and does not meet the necessity of real-life situations.

3.3 Mainstreaming

Mainstreaming is according to the Wikipedia (2011) „in the context of education a term that refers to the practice of educating students with special needs in regular classes during specific time periods based on their skills. This means regular education classes are combined with special education classes. Schools that practice mainstreaming believe that special needs students who cannot function in a regular classroom to a certain extent "belong" to the special education environment. „

In addition, Wikipedia (2011) continues with the fact, that „ access to a special education classroom, often called a "self-contained classroom or resource room", is valuable to the student with a disability. Students have the ability to work one-on-one with special education teachers, addressing any need for remediation during the school day."

Proponents of both mainstreaming and the related philosophy of educational inclusion assert, as mentioned on Wikipedia (2011) „that educating children with disabilities alongside their non-disabled peers fosters understanding and tolerance, better preparing students of all abilities to function in the world beyond school."

3.4 Least Restrictive Environment

According to Wikipedia (2011): "as part of the U.S. Individuals with Disabilities Education Act, the least restrictive environment is identified as one of the six principles that govern the education of students with disabilities and other special needs. By law, schools are required to provide a free appropriate public education (FAPE) in the least restrictive environment that is appropriate to the individual student's needs."

So now we know, where this term comes from, but what it means? Let´s follow Wikipedia again (2011).

„ Least restrictive environment means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, extracurricular activities, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. Academically, a resource room may be available within the school for specialized instruction, with typically no more

than two hours per day of services for a student with learning disabilities. Should the nature or severity of his or her disability prevent the student from achieving these goals in a regular education setting, then the student would be placed in a more restrictive environment, such as a special school, classroom within the current school, or a hospital program. Generally, the less opportunity a student has to interact and learn with non-disabled peers, the more the placement is considered to be restricted."

From this broad definition is apparent, that we cannot exactly say what the least restrictive environment is or how to reach it, therefore „ to determine what an appropriate setting is for a student, a team will review the student's needs and interests. The types of educational settings for students with disabilities will vary. With the differences in needs and interests among students with disabilities, there is no single definition of what an LRE will be for all students." (Wikipedia, 2011)

4 Background comparison

4.1 General situation

4.1.1 Australia

Te best way how to understand the situation is to follow McIntosh and Phillips (2002) "For most people with a disability, support and assistance comes mainly from family and friends. However, governments provide a range of services both directly and indirectly to help those with disabilities and the private and community sectors also provide significant resources in this regard. As well as disability specific services and support, the government, private and community sectors also provide a range of mainstream services (for example, health services) that people with a disability have access to. Because there is a mix of mainstream and disability-specific programs and services it is difficult to get an accurate picture of the ending and support to the disability population."

4.1.2 Czech Republic

The situation in the Czech Republic had changed a lot lately. From a lack of knowledge and interest amongst the "intact" population towards understanding and acceptance. That is briefly, what happened in last two decades. Although it sounds very positively, the situation itself is not as good as we all would wish for. The amount of support and number of organization that appeared in last few years is very promising, but way is still long and winding. Most of organizations promoting inclusion of people with disability in everyday life are still not able to handle the problem in a satisfactory way. Of course, there are numbers of programs for people with disability, but very few of those that can connect people with and without disability together. Which according to me and to experiential learning theory of Kolb (1984) and Allport(1954) are the basic key points of successful inclusion. Therefore, there are many programs, events and decisions being done. Everyone interested roughly knows what kind of goal is needed to be achieved. Nevertheless, the right ways are still undiscovered and methods unproven.

We know what and we know why. We're just not sure about how. Better than nothing.

Let us see how it works abroad.

4.1.3 Brief summary

It seems, from this general point of view that the situation is almost similar.
Yes and no. Due to the policy and historical context and social development, we'll be able to see the main differences and similarities later in the text. But it can be said that general approach of society towards the individualities with disability has the same aims and purposes in both Czech Republic and in Australia. That is to equalize all the society members and give everyone the same chance for rich life.

4.2 History of disability education and Adapted physical activities

4.2.1 Australia

McIntosh and Phillips (2002) states that „the Commonwealth first became directly involved with providing support for people with disabilities via the introduction of the Invalid Pension in 1908. During the 1940s, the number of people with disabilities increased rapidly essentially due to injuries suffered during the Second World War. In response to this, the Commonwealth established the Commonwealth Rehabilitation Service (CRS) and at the same time, there was an expansion of the number of sheltered workshops and accommodation services run by volunteer organizations. Through the 1960s and 1970s, the Commonwealth increasingly provided funding to help these organizations provide accommodation, employment and other support services."

Anonymous (2007) states that „in the latter part of the nineteenth century and the first 50 years of the twentieth century, a number of schools were established in South Australia for children with specific disabilities. These schools were operated by charitable institutions or voluntary organizations. During the 1970s, the State Government passed the Education Act and took on responsibility for educating all children, including those with a disability.

Townsend House and Minda Home

Are two other schools, established in latter part of the nineteenth century in South Australia for children with specific disabilities, operated by charitable institutions.

Anonymous (2007) mentions that „the earliest South Australian school for children with disabilities was established in 1874 for children who were deaf or blind."

Anonymous (2007) continues that „in 1961 a deputation from the Board of Townsend House went to the Minister of Education and requested that the government take over the responsibility of educating the children due to its deteriorating financial position. The government assumed responsibility and the Education Department took over control of the School. There were major changes in the approach towards educating the Deaf between 1963 and 1976 with an emphasis toward mainstream education. In 1898, the first school for children with an intellectual disability was established at Minda Home. „

The whole 20th century appears to be very helpful towards disability. That was the first half of 20th century as well in the Czech Republic. Then it turned out into something very unpleasant. Back to Australian helpfulness, fortunately, we're not talking about social inclusion, because approach towards the Aboriginal inhabitants, was, let's say not the best. This is very strange to me, not because of the Aboriginals, who seem to be the oldest living culture in the whole world, but the correlation between helpfulness towards disability and towards the other cultural background appears to be nearly zero. Research on this topic is needed to be done, to explain and to help to improve effect on helpfulness towards any kind of „difference".

Dr. Constance Davey

Very important role in special education had Dr. Constance Davey, as Anonymous (2007) says, „the South Australian Education Department first established a service for children with special needs in 1924, when it appointed Constance Davey as a psychologist. She examined children who were considered 'retarded' educationally by testing them and observing their home conditions. Dr. Davey worked hard to improve conditions for 'retarded' children and established Opportunity Classes in schools."

According to Anonymous (2007) „1925 the State's first 'opportunity class' for problem cases and slow learners was established in which twenty children could learn at their own rate, based on Davey's testing of their intelligence."

With following the Australian Dictionary of Biography (2007), we see, that „the first Opportunity Class teachers were volunteer teachers without any training in special education. As the number of Opportunity classes grew, it became apparent that the teachers needed extra training. Dr. Davey devised a six-week, full time course to train teachers to work with children with an intellectual disability. The Education Department offered the course in 1931 but it had been reduced to four weeks. It was called the 'Training course for teachers of retarded and subnormal children'. The course was open to women with three years teaching experience. Nineteen teachers attended the first course. In 1947, the name of the course was changed to 'the 'Training course for teachers of backward and difficult children'. The course continued until 1973." Very interesting, considering the fact, that in the same period was in the Czech Republic, the „exclusion" policy applied, and when comparing the present situations, the difference is almost not visible.

Australian Dictionary of Biography (2007) then continues, „Dr. Davey believed many children in the Opportunity Classes were inappropriately placed. In an Annual Report of the Chief Psychologist in 1925 she stated: „ In our Opportunity Class rolls at present there are 286 children…Of this number 158 are subnormal and need the training that can be given most effectively and economically in a Special School for such children".

Wicks(2000) follows with the fact, that „There are eight low grade uneducable children who will always need special care and supervision. These children are incapable of school work and the Opportunity Class is not the proper place for them." (Wicks ,2000, p139)

4.2.1.1 Post-War Australia

Elkins (1985, p164-5) mentions the situation in post-war Australia where „after the end of World War II parents of children with disabilities in Australia wanted their children to get an adequate education in state schools. In the immediate post-war period, the major efforts of state education departments were concentrated upon children with mild intellectual disabilities. In consequence, voluntary organizations were formed to provide special schooling for children with moderate and severe levels of intellectual disability and for children with physical disabilities…It is clear…that the rise of…voluntary

organizations represented a mobilization of concerned citizens faced with enormous problems in the absence of any government effort."

The Crippled Children's Association of South Australia (Novita)

Anonymous (2007) describes Novita as „ the Crippled Children's Association of South Australia (Novita), that was established for children with poliomyelitis (polio) and in 1946 The Crippled Children's Association started a school for children with cerebral palsy in a room in the Ouatient's department of the Adelaide Children's Hospital."

South Australian Oral School

Anonymous (2007) also mentions other educational facilities that appeared after the World War I and II. „In the mid 1940's a group of parents with children who were deaf or hard of hearing formed the South Australian Oral School. The school taught lip reading and speech skills providing an oral education rather than sign language which was the only form of education for the deaf in Adelaide at that time."

South Australian Spastic Paralysis Welfare Association Inc.

And continues with fact, that „In 1948 a group of parents and friends established the SA Spastic Paralysis Welfare Association Inc. to provide care for spastic children." Anonymous (2007).

Justice C Bright

Very important moment for education came during the 1970's, when „the State government set up the Committee on Rights of Persons with Handicaps and Justice C Bright was the Chairperson. The Committee produced a report called The Law and Persons with Handicaps in 1978. It made a number of recommendations in a number of areas including education. They acknowledged that education for disabled children in Australia occurred in various settings ranging from residential institutions at one extreme to the ordinary classroom in the local school at the other extreme. The report believed, that it is preferable that whenever possible, handicapped children should be placed in the least restrictive environment, i.e. the ordinary classroom…if a special class is necessary, it

seems desirable that it should be conducted within the walls of normal school". The Law and Persons with Handicaps (1978, p125)

Schools for all project

Very interesting project appeared, when „in 1989 the Ministerial Advisory Committee: Students with Disabilities (formerly the Special Education Consultative Committee) was established to develop policy advice for the Minister for Education in the area of children and students with disabilities. In 1992, the Federal Minister of Employment, Education and Training, Kim Beazley provided funding to the Committee with the challenge to put into practice the policy of integrating children with a disability into neighborhood schools. The result was the Schools for all project. This project presented a unique opportunity for research to be undertaken in neighborhood schools to identify practical solutions to the implementation of the policy in ways that have value and meaning for students, service providers, parents and educators." (Winter,P., 1993, Schools for all)

In addition, McIntosh and Phillips (2002) continue with note that "Increasing awareness of the difficulties faced by people with disabilities was enhanced by the International Year of Disabled Persons in 1981. One of the main aims of the International Year was to lower the barriers that had tended to prevent disabled people achieving equality with able-bodied people."

According to McIntosh and Phillips (2002) the International Year of Disabled Persons was followed by a range of trends that increased support and number of services for people with disabilities.

From which the most important were

- "a general move away from institutional type services towards a more community orientated type

- the *Disability Services Act 1986* which provided for a comprehensive framework for the funding and provision of support services for people with disabilities" McIntosh and Phillips (2002).

According to McIntosh and Phillips (2002), these are the most important moments in disability services in the 1990´s

- the 1991 Disability Reform Package, which reformed Commonwealth income support payments for people with disabilities to encourage their integration into the workforce to the maximum possible extent.

- the 1991 Commonwealth-State Disability Agreement (CSDA) that aimed to clarify the roles and responsibilities of the respective governments.

Very interesting remark is, that "In essence, the Commonwealth was given responsibility for employment services and the States and Territories were given responsibility for accommodation and other support services. A major aim of the CSDA was to reduce the amount of duplication and administrative complexity that existed in the funding and service arrangements for disabled people" McIntosh and Phillips (2002), which, according to my own experience was not that successful. To me the image of governmental actions and support looks like octopus, where none of the tentacles knows, what the other are doing.

McIntosh and Phillips (2002) continues with these points

- "the *Disability Discrimination Act 1992* which is primarily aimed at eliminating discrimination against people with disabilities as well ensuring equality before the law and promoting acceptance within the community of the fundamental rights of people with disabilities

- the National Mental Health Strategy 1992

- the 1994 Commonwealth Disability Strategy which is a ten year framework designed to ensure that people with disabilities have equal opportunity to access all Commonwealth programs, facilities and services

- the 1998 Commonwealth-State Disability Agreement (CSDA) "

McIntosh and Phillips (2002) then follow with the fact, that "in recent years showed that in terms of the total expenditure on disability services there had been a steady rise in funding in real terms over recent years." Very interesting fact indeed. More important

would, according to my point of view be, how do the disabled perceive this situation by themselves.

Australian bureau of statistics presented some basic facts about disability in Australia.

The key points are:

- „Just under one in five (18.5%) Australians had a disability in 2009
- This represents approximately 4.0 million people.
- While there have been significant improvements to support those with a disability in many parts of their lives, little improvement has been made in key areas of everyday life over the last six years:
    - labor force participation remained low at around 54%, compared to 83% for people without disabilities; and
    - Year 12 attainment was around 25% for people with disabilities, compared to just over 50% for people without disabilities" (Anonymous, 2009)

4.2.2 Czech Republic

Mühlpachr P. (2001) states that in the Middle Ages (and later) were people with disabilities often a source of ridicule. We considered disability as a folly and it has often been taken as s possession by the devil. The author states that there were houses for fools, or monastic hospitals called leprosaria. At the beginning of the 11th century during the search for gold, a thermal spring in the town of Janske Spa was found. This spring had begun to be used for the healing process, especially for the treatment of polio. Currently used to treat physical shortcomings particularly in relation to disability and brain spinal cord. (Monatová, L., 1998)

We also cannot miss an important teaching personality - Jan Amos Comenius (1592-1670), who first engaged in educating of the people with disability and noted that " The education is for everyone". In his works, he called to change the attitudes to those children who until then were - for any deficiency or difference - from an educational process eliminated. Until the late 18th century, children were ranked according to contemporary terminology between "deaf and dumb, blind, idiotic, crippled, morally compromised or incurable ill."

Monatová L. (1998) describes that the "revolution" occurred during feudalism to access to care for people with mobility disabilities, the elderly persons and the sick. They started to take care of them by individuals and charitable organization in the monasteries, shelters and hospital equipment. During the Renaissance, more interest appeared to resolve their situation and life of handicapped people.

The development in the care for the disabled in the 18th century was in rather charitable, religious form. In 1786, the Institute for the Deaf was founded and in the 19th century, the care for a deaf and blind evolved rapidly. The 20th century begins with rapid development and care for the disabled. In 1903, a Institute for the Disabled was based in Liberec. (Brázdil, J., 1994)

By the early 19th Centuries, do not find in the literature reports on the use of physical education in our country for medical purposes. The first pioneers in this field were doctors who theoretical works, lectures, and his example contributed to the recognition of physical education as an effective means to improve the health of people with disabilities. In 1839, he founded in Prague in Spalena physician John Hirsch first orthopedic institute in which they practiced the principles of balancing the Swedish gymnastics. The first sanatorium was founded in Prague a few years later. Its founder was the first professor of orthopedics, therapeutic gymnastics and balneologist the medical faculty of Prague University, Dr. Jan Spott.

Gym institute Dr. Seegena was founded in 1844 in Wenceslas Square in the House of Dousa. In the fifties took the Schmidt Institute, which was prepared for most of the first instructors later Sokol.

The history of special-educative thinking in the Czech Republic (CR) can be also simply divided into the following 4 periods:

The initial period of special-educative thinking (2nd half of the 19th century.)

The time between the emerging focus on treatment, education and solving legal problems affected the emergence and first professional institutes for people with different types of defects and disorders. As one of the fundamental works can be considered Pädagogische Pathologie (= teaching pathology), the author Ludwig Adolf Strümpela. It deals with the detection, classification, and overall diagnosis of various defects and deviations, their causes, prophylaxis and therapy. In 1911 Dannemann, Schober and

Schulze introduced the term "therapeutic education". This term did not catch on, in the Czech lands.

In the late 19th Century has seen the beginning of the school health service. District doctors conducted medical examinations of school children (1883). Based on the health of the children were exempted from the gym or exercise carried out with certain restrictions. It was one of the attempts of physical education taking into account the health status of handicapped   youth.

Second period-specifically educative thinking
(2nd half of 19 and beginning of the 20th century - partly overlaps with the 1st season)

In Bohemia and Moravia were created the Centers of professional care for people. Early 20th century was an important period for development of education and learning disabilities. Announcing the "Century of a Child" had its echo in education. Efforts to establish the rights of teachers to the methodology were accompanied by the freedom of movement for expressive arts (e.g., Francis Bakula), attempts to reform education, the three Czech seminars for the care of education for demented and assistive education(1909-1913). The theoretical platform of the new pedagogical tendencies was a new scientific discipline – "Pedology". Main representative of "pedological" direction was prof. Čáda František (1865-1918). Clarified the importance of pedological theories as a basis for practical applications in the care of youth. The emphasis on the idea that the child is entitled to his own right, baby and children's peculiarities values. "The child is not" miniature "adults, but another human quality to his own way of thinking and experiencing." (So-called pedocentrism).

He was co-founder (with Jindřich Matiegou and Jan Dolenský) of pedologic Capital Institute in Prague in 1910. Period of 1st World War and years after brought many new ideas and practical solutions to serious social need problems, among which were the "abnormal" children and youth ". This need started complementary disciplines to "pedologic" - pedopatologics. Prof. Chád tried pedopatologics to link the science of biology and psychology of "abnormal baby". Furthermore, by introducing the term of deviant children, he marked the transition between category of profoundly mentally disabled, i.e. "deepest idiots" and the slightly mentally handicapped, "slightly abnormal." Originally, close approach to the idea later became wider significance and fell into the occupational title of the magazine "deviant youth", which stemmed from 1925.

Education for blind was founded in 1910 at Deylův Institute in Prague. Since 1948, they began to teach music and later on a high school and school for Tuners was established ibidem. It serves as a conservatory and offers study in music, singing and piano tuning in the present time. (L. Monatová, 1998)

Before the First World War established the Professor Dr. Jedlicka, an excellent surgeon, the first Czech Institute for treatment and education of cripples. Most of the costs of purchase and operation of the Institute paid professor Jedlicka himself. The Institute was founded in Prague and still bears the name of the founder, who had devoted much of his life and bequeathed him all his possessions.

Founding the Jedlicka Institute in Prague in 1913 was one of the crucial milestones in the whole development. The main idea was to connect treatment along with education and guidance of persons with disabilities to independence. At the same time, they tried to engage the inmates in their social activities open to the surrounding building, ouatient counseling and workshops to produce the highest quality products. (Anonymous, 2010)

Monatová L. (1998) stated that it was important to build the Brno Institute for the Disabled, in 1919 by Jan Chlup, called Kociánka. Part of the Institute is a school where pupils are initially taught in bed. Institute provides comprehensive individual and group care, which is aimed at medical and physical education. It is primarily an exercise in the pool with the help of special tools. Rehearses the walking and gentle handling with fingers. In addition, there are plenty of options for implementation in leisure activities.

Jan Mauer (1878-1937) introduced the term of remedial education (abbreviated NP). Science, which was to be medically oriented counter pedopatologics and had three goals:

  1. help "abnormal" individuals to physical healing

  2. encourage the development of their physical and mental exercises

  3. within their option, to prepare them for real life

The biggest development was reached during the First Republic, in all sub-specializations by affected groups. Evidence of this was 5 seminars for child research, which took place in the years 1922-1933. The practical response was to build a network of "auxiliary schools", i.e. special education. This was most deserved by Josef Zeman (1867-1961), who was universally oriented teacher and after 1919, he worked at the Ministry of Education.

In this period the foundation of a comprehensive theory of rehabilitation was based, but also so-called "coeducation" (integration) of the disabled and healthy children and young people; defended the need for the establishment of schools in hospitals; established therapeutic exercise; occupational education used in the context of a comprehensive treatment and preparation of physically handicapped for the profession; firstly published in the methodological guide of excursive teaching of remedial writing of the disabled.

4.2.2.1 Post-War Czech Republic

Third period of specifically pedagogical thinking (Approximately 1945 to 1950)

This period is associated with the name of the anthropologist František Štampach (1895-1976). He tried to define a general theory to correct "defects and diseases of youth." He used the term of social pedagogy, which was focused on the protective, corrective and therapeutic education of youth physically, mentally and morally disturbed. Distinguishes the four work areas: - psychopaedia for mental and moral defects - orthopedics for physical defects - defects of speech therapy for voice, speech and hearing - optopedics for defects of vision. The guiding principle and a method of social pedagogy was a re-education, which Štampach understood as a social regeneration.

Fourth period (Since 1948)

Prof. MD. and PhDr. Milos Sovák (1905-1989) used in 1953 the term of defectology. The concept of special education for the first time used in 1957 by Bohumir Popelář. Ludvík Edelsberger tried in 1965 to introduce the term special defectological education. The term of special education finally established Milos Sovák (in the Nástin speciální pedagogiky - 1972), as the first head of the department of special education at Charles University. Special education was then described as "education for young people requiring special care." Created the basic framework of the field; delineation of SP is still a valid starting point for the SP theory and practice in the Czech Republic.
(Wikipedia, 2011)

The issues of people with disabilities began to address congress in 1961. UN Declaration characterizes rights of people with disabilities to education, medical care, rehabilitation and overall support that will develop their personality. Disabled must have their standard of living and meaningful work. It also includes protection against their

exploitation, or deprivation of their rights, if necessary. This applies to all age scales. (Monatová, L., 1998)

In January 1961 was launched the Commission for the Disabled. This commission was part of the defective section of athletes at the Czechoslovak Physical Education Union. Section of defective athletes worked until this time in the field of physical education and sports activities only for the blind and deaf citizens. The main task of the Commission for the Disabled was to organize the physical education and sports activities for the disabled people in the Czech Republic.

Despite the political twists and turns in the postwar years in education in 1948, was introduced the concept of a single consistent education under the leadership of the Communist Party. Despite a number of laws and educational reforms (1948,1953,1960,1984) dogmatically conceived monist education in the spirit of Marxism-Leninism did not create the conditions for genuine dialogue, which is a condition of a democratically oriented education. It has led to passivity and mediocrity as well as lower professional level of our education (Jůva, 2001).

Despite the approach of communist government, the institutional education of the disabled was on a good level. Educating professional in two special educative programs on universities wasn't enough, but the creativity of teachers and other staff was essential for the fact, that transformation after 1989 started to appear much faster, that it would took, if it had to be built without any basis. Summer and winter camps and P.E. were compulsory. Different sport events took places in various institutions. Even the all-Czech games (for physically as well as for the intellectually disabled) were held. Therefore, the network was working and was efficient. It was just meant to be hidden to the intact population.

With the reorganization of physical education and sport due to communist regime in 1969, the deaf athletes decided to create an independent Czechoslovak Union of the Deaf athletes. In 1969 was also established the Association of Disabled athletes and in 1970 the Association of visually impaired athletes.

Czechoslovak Association of Physical Education consisted at the end of 1980 from two million members organized in 48 sport associations. (Perič at al., 2001)
J. Brázdil(1994) states that in the year 1980, which was announced as International Year of Disabled Persons, was also established Commission for mental retardation. Its chairman was the Minister of Labor and Social Affairs, and members were the representatives of social organizations and experts.

In 1982, the Government approved development plan of care for disabled valid until 1991. The plan contained information concerning orthopedic prosthetics, technical and assistive devices, job placement, rehabilitation, education and training, care for the disabled. At the same time a Ministry of Labor and Social Affairs Working Group for the Care of People with Disabilities that was founded. The monitor whether all respects in accordance with the Plan. It had seven meetings overall. (Brázdil, J., 1994)

K. Matysková (in Dudová, R., 2008) states that after 1984 the state took over all the care and responsibility for persons with disabilities. It was a network of health services, which was provided to a quality level, but it was not transparent. Disabled people were excluded from society and were raised in institutions. This resulted in a society where people with disabilities are not taken as part of our society.

After 1989, there were a number of organizations associating people with disabilities, people who tried to defend their needs and interests. These organizations have gradually joined the two main umbrella organizations. These were corps representatives of organizations of disabled people and Association of disabled people in the country. Unfortunately, between these two groups there was a rivalry, which did not do too well in promoting the new changes for people with disabilities. Finally, these two organizations were able to settle and establish in the late 90´s the National Council of people with disabilities. The Council aims to promote active and independent life of persons with disabilities. (How did the National Disability Council begun, Www.nrzp.cz, 2010)

In 1991 was founded the Government Board for People with Disabilities, which aims to assist in the creation of equal conditions and opportunities for disabled citizens. People with disabilities themselves are represented there and participate in the changes. The Government Committee participated in the preparation of National Plan to help disabled people (1992), the National action plan to reduce the negative consequences of disability (1993) and the National Plan of Equalization Opportunities for Persons with Disabilities (1998). In 2010 was approved current National Plan for creating equal opportunities for persons with disabilities for the period 2010-2014. (Government Board for People with Disabilities, 2011)

-1948 Charter of Rights and Freedoms, reflected in

    government, national plans and measures, laws of education, work codes

-1975 Bill of Rights to education for people with disabilities

    Charter -in the eighties (1981 in the Czechoslovakia, the year for disabled - Health

care, education, social work, counseling, recreation, employment

-1987 - 1993/1996 charter sport for all - the right to an effective free

time, the right to be led by professionals, the right to appropriate qualifications

-1990 – following changes in legislation

- Legal and social

Integration started to evolve after the Velvet Revolution.

-1991 Charter on Fundamental School - New formulation of the education system

-1993 Charter for the integration of children with disabilities and pupils in schools and educational facilities (children with mental disabilities are not included)

-1997 Charter for the integration of children with disabilities and pupils in schools and school facilities (integration children with mental disabilities)

-2000 The Charter of the Ministry of Education, Youth and Sports - from the establishing preparatory classes for socially disadvantaged children and the establishment of the "educator-teacher assistant" position

-2004, 2006 New Education Acts

(The European Agency for Development in Special Needs Education, 2010).

4.2.2 Brief summary

We can see, that the development itself had approximately the same pattern. The latter part of 18th century ment in both countries the real beginning of care of the disabled. Professionals, institutions and general acceptance. The first common break point was the post-war period. In both countries it meant the rise of institutions, education and care for the individuals injured and afflicted by war. Mostly it was physical disabilities, but along with this stream, the care for intellectually disabled grew as well. In the Czech Republic, then in the 1960' came the second break point. Communist government marginalized the disabled out of society, though the institutional care was on a high level. Since nothing like this happened in Australia, the general attitude of society towards the individuals with disability was much more positive. And that was the main difference that lead to the better general situation in Australia in terms of literature, legislation, policy, education and social inclusion of individuals with disability.

4.3 Education

4.3.1 Inclusive strategies

The topic of mainstreaming student or pupils with disabilities seems to be easy to handle. However, deeper examination of this area leads us to the moment where we have to ask HOW?
The aim is obvious and so is the purpose, but HOW we actually reach them?

Very interesting article on this topic was released by Prof. Valkova and printed in Aplikované pohybové aktivity v teorii a praxi (2010/1 (2), 31–39). The main theme of the article is a description of one of the areas in APA, and practice and practice innovation. The term practice is understood in the sense of design, innovation, implementation and evaluation of all activities and the adequacy of movement in these real conditions. The purpose was to inform on problematic areas, which are needed to be accepted in the designing of motion and implementation of programs in the context of the APA, specifically how they form the adequate programs of motion activities and on what principles to implement them either in the environment of special, parallel or inclusive education. How to create and apply the intervention programs affecting different dimensions of life such as physical fitness, skills, health indicators, attitudes, confidence, etc.. How to innovate methods of work and related equipment, but as well as the entire curriculum as educational programs, and how to evaluate them. (Valkova, 2010/1)

Basically, according to Valkova (2010/1), it is necessary to solve the "Way to do it". To have a chance to focus different issues, it is necessary to consider:
1. individual (in our case, with "the difference") and its coexistence in a social environment;
2. concept of motor skills in APA;
3. categorical – non-categorical approach;
4. principles of modifications and determinants involved on motor competence;
5. component creation and implementation of the program.

Ad 1.
The individual and his co-existence in a social environment
An individual person is a being of biological nature, but yet being social. All his life, whether it concerns population in general or certain specific population groups, he

takes place in an environment surrounded by individuals. An individual, in our case, an individual with "difference" not just "surrounded "by the environment, but also its components, it is incorporated in various forms in different acceptance levels, he is also of more or less actively involved on the social inclusion. The individual is thus in contact with family, peers, school authorities, consulting with institutions, medical institutions, involved in engaging in leisure activities, environment, etc. The components promote or inhibit the process of inclusion (e.g., counseling, medical or therapeutic support, technical or attitudinal of barrier). (Valkova, 2010/1)

Ad 2.
Concept of motor skills in Adapted physical activity

Motor competence is one of eight civil competences, the EU recommended for incorporation in youth educational systems and professional workers in education, educational and social sphere preparation (European Parliament, 2006). Its content is mastering the motor control in normal daily and professional life, or substitute forms of mobility, manual skills, culture and the prevention of posture imbalance, adequate fitness. Motor skills are then used as prevention of civilization diseases and also as part of the mobility related to lifestyle. These examples show that motor competence is not just about sports, but primarily about the activities of daily life. This is the motor skills associated with self-care (Dressing, securing and preparing meals, daily hygiene, activities related to housing), with using health and social services, with transportation, but also with education, with the integration to work in a particular job and finally the motor skills associated with leisure activities.

Leisure time motor activity may not be associated only with physical activities and sport. It can cover art activities (e.g. artists painting their feet or mouth), musical and dramatic activities or activities such as walking the dog, animal care, fishing, garden work, etc. An important example is the abilympics system, showing ability, associated with the dexterity of professional nature (www.abilympics.cz). Motor competence is a prerequisite for the concept of independent living. It is part of life style. Individual adapted movement patterns are contained in individual motor competence to achieve optimal mobility. Thus, conceived motor skills have also an attitude side: individual accepts his own limitations or modifications, these limits and modifications, whether as a motion-compensated assistive

devices or other substitute motion solution should be adopted also by its surroundings. (Valkova, 2010/1)

Ad 3.

Categorical and non-categorical approach

Categorical model (sometimes called a medical) was recommended in the U.S. in the 70´s and 80´s for educational practices, non-categorical model (model of individual differences) has been recommended since the 1990´s. Categorical model is for the general orientation, which must be respected in the major adaptations, so that the program can be created and secured. Categorical orientation is also suitable for basic awareness of possible contraindications.

Categorical approach focuses primarily on the problem of deficit, compared with the norm, raises a need for an external influence (treatment, repair). It tries to remove where the problem is, or what cannot be done. An individual becomes more passive, is formed, and receives advice. Non-categorical approach, also known as environmental or educative, focuses primarily on adapting environment and fact, that the individual should have become as independent as possible within his limitations. This means that one of the principles is removing the stigma of "inability" by more aiming on personal skills and on the compensation of limits by various means and ways, so to adapt the program to the individual.(Valkova, 2010/1)

Ad.4

Principles of modifications and determinants involved on motor competence

The modification and adaptation in an APA are presented in different models. Hutzler (2007) in Valkova (2010/1) states 4 main areas recommended for adaptations: the objective
task (problem), the criterion of progress in the task, the criterion of limits and possibilities for feedback. Australian model presented as a TREE and oriented adaptation on: Teaching style, Rules, Equipment, Environment (Australian sports commission, 2001, p. 21) in Valkova (2010/1).

Czech didactic approach structures principles of modification into:
a) general: respect for categorical approach as initial basic orientation in contraindications

and safety. Furthermore, taking into account other parameters such as age, environment, PA (recreational, school, top), respect for the type of PA, their content and tasks (PA in nature - hiking, games in the gym - basketball, in the aquatic environment - swimming); b)categorical: in   relation   to   the   category   of   "otherness" c) individual: according to the specific needs of individuals (non-categorical approach , environmental). Valkova (2010/1)

Ad.5

Components of design and implementation of the program: which way to do it, or model of "didactic squares".

Knowledge, but also the adoption of the above principles, are prerequisites for the design, development, implementation and innovation programs and projects in practice. It is not enough. Any action always takes place in a environment. There is a content, or target, someone to participate in it and it´s usually managed by someone. Elements of this process are given by Scottish Sports Association for people with disabilities (www.scottishdisabilitysport.com) as a program STEPS (meant as a gradual steps). This concept is certainly interesting, and marketing attractive, but, in Valkova´s(2010/1) opinion

 not very systematic.

S pace (where)

T ask (what)

E equipment (what being used)

P eople (who is involved)

S peed (the pace of activity)

Ecological model of implementation of programs states Hutzler (2007, p. 291) in Valkova (2010 / 1). The model consists of three components, subject to adaptations:

TASK; PERSON, ENVIRONMENT

Another variant of the model was formulated by group investigators of the European project THENAPA II (Thematic Network APA) in the scheme "three - on tree" (three in one tree). The model has three components: teacher - student - environment, visually modified into a Y, where each component is at the end of each arm letter and is thus indeed form a tree. Environmental component includes both the natural environment, technical, social, and process according to the curriculum, according content of the activity. Valkova (2010/1)

According to Valkova (2010/1) understanding the nature of these determinants, the adoption of existence of certain principles and their interrelations are the starting element, but not entirely sufficient. Ability to apply them in a real situation needs its own training, real experience, path finding and error learning. Due to the variability of environments of physical activities, the variability areas (recreational PA P.E. school, professional sport, or by other criteria PA area separated, parallel, integrated), due to the individuality of the age spectrum or specific needs cannot provide specific instructions, but only the principles of solutions and innovations. There is a need of flexibility, creativity, tolerance and activity from all involved. Under these conditions of accepting principles is implementing of motion programs possible and mutually enriching. But the "way how to do it "also stems from volition, initiative and effort of both creators and implementers of the implemented programs for individuals or groups with otherness. Without joint efforts of both sides, any result cannot be reached even with great a knowledge of all principles. Valkova(2010/1)

4.3.2 Education today
4.3.2.1 Australia

Wicks (2000, p166) talks about the fact, that „Changes in attitudes towards education for children with disabilities began around the 1960s. In 1964, the Australian Council for Rehabilitation of Disabled (ACROD) recommended that children with disabilities should be integrated into regular schools rather than attend special schools."

Recommendations of all kinds can be found everywhere, but what remains as a promise and what becomes reality. In this case, „the South Australian government introduced the Education Act 1972 making it compulsory for all children between the ages of six and fifteen, including those with a disability – even a severe disability to attend school to get an education. The Education Department employed approximately 150 special education teachers, who taught approximately 1,400 children." Wicks (2000, p166), that all, just in the area of Adelaide.

Then as Beckman continues, "the Education in Australia is governed by the education department within each state or territory. It includes primary school (grades 1-7) and secondary (high) school (grades 8-12). Attendance of schooling is compulsory until the age of 15, with most students electing to continue through to grade 12. Within public school education, tuition is free, however parents may be expected to provide some funds for special events or training. Private education does present cost to the parent/ guardian of

the child, however this paper will essentially be concerned with the public system. Within this public system there are laws that govern the rights of children with a disability but the extent of these laws varies from state to state.

Below is a table - tab.1, which outlines the basic status of the different states of Australia in relation to where the individual education departments stand on inclusion. It shows what the law expects but it also gives a quick summary of what actually happens within the schools.

Tab.1 Beckman (2006)

	Legislation	Policies
NSW	Education and Public Instruction Act 1987 • no child has a legally enforceable right to education • a child can be exempted from education because of a temporary or permanent ailment	The Department's current policy is one of integrating the student into the mainstream system wherever possible and practicable where it is in the best interests of the child.
ACT	Education Ordinance 1937 ACT Schools Authority Ordinance 1976 • every child should attend school unless there is good reason not to	Departmental policy is to educate all children together as far as practicable, but not to require children with special needs and others to be taught together in circumstances which would educationally disadvantage any of the students.
QLD	Education Act 1964-74 • special education services may be provided	The Department supports a policy of integrating children with disabilities in regular schools where it is in the best interests of the student to do so.
NT	Education Act 1979 • exemptions at the Minister's	Departmental policy is, if it is at all possible, for a child to receive an appropriate education in a regular classroom. Only when this mainstream experience is demonstrated to be not in the best interests of the child would a discretion less integrated placement be sought. Where such an alternative placement is warranted, a full range of support services should be available.
SA	Education Act 1972 • amendments to be introduced concerning compulsory attendance and the right to an education	Consultations in SA indicated that school principals have their own agenda that differs from that of the Department of Education, and results in some schools not facing the responsibility of integration.
WA	Education Act 1928 • allows for exemptions based on infirmity	The Policy of Children in Need of Special Support aims to "enable handicapped children to receive an appropriate education in an integrated setting in regular schools."
VIC	Education Act 1958 • rights of all children to an education	Principals accept children for enrolment regardless of disability, but then suspend attendance pending allocation of additional resources

Education for children with disabilities has changed substantially over the last 100 years in Australia. In the first 50 years of the last century, schooling was segregated for disabilities with the first schools opening for children who were deaf or visually impaired, then schools for intellectual impairment were formed.

This trend continued through the 1920's although about this time there were special classes set up within regular schools to cater for disabilities. Generally though, special schools and 'hospital' schools were the way children with disabilities were educated. This continued until the 1970's. At this time the state governments began to take an interest in the education of children with disabilities and we began to see instances of inclusion, where children with disabilities were encouraged to attend 'regular' schools and were assisted with additional teachers, usually with some special training. Around 1976 there was a marked event where a minister for special education in Australia was appointed and integration became well known in most states.

By 1980, all states of Australia began encouraging, where possible, integration of children with disabilities into local schools. It was around this time that additional training became available for teachers in special education. Special schools do still exist for children who require intensive support however, most children with disabilities attend regular schools in their local areas. At this point in Queensland, evaluations are now performed by a system

called EAP (Educational Adjustment Profile). This profile tells the department of education what the requirements are for children within each school. The required assistance is then determined on the basis of these results and specialists are provided as needed." Beckman (2006)

Today, the government maintains special schools for students with disabilities who require intensive support, and have established special education units within regular schools to enable children with disabilities to attend. Many children with disabilities are now attending regular schools, with the assistance of special support services." That is indeed true, but again from my experience, the line between children with disabilities that attend regular schools, and those in special schools, is much „lower", than in Czech Republic. E.g. kids with milder disabilities are already placed in special schools.

Children and students with a disability in Australia have various educational possibilities.

Amongst others:

• mainstream preschools and schools

• special education classes and special units in mainstream schools

• special educational settings for preschool children

• special schools

There are three education sectors i.e. State, Catholic and Independent. There have been developed policies and guidelines regarding the enrolment and education of children and students with a disability at each of them. Appropriate services and support are therefore provided everywhere.

Of course due to the enormous distance in Australia, it's very likely to witness a situation, that a pupil (with or without disability) won't be able to attend the regular education. In this cases, the government established „ The school of the air". Education provided via radio broadcast or internet, allows pupils to get the education without attending the school. Wikipedia (2010)

4.3.2.2 Czech Republic

Today in the Czech Republic, in primary and secondary level education, there is a highly organized, staffed, financially and methodologically well-saturated system of education of pupils in schools specifically established for some groups of pupils with special educational needs. These are the groups of students with disabilities, physical handicaps and social disadvantage (caused by, inter alia, the responsibility for environment with low socio-cultural and socio-economic status or ethnicity). The educational needs of pupils with disabilities have long been implemented mainly in special education environments. The presence of these pupils in mainstream schools is uncommon. It is usually caused by the wishes and needs of the child's family and is not sufficiently supported by providing the necessary funding of special education support. The group of socially disadvantaged pupils (including Roma children), for long standing out of interest among major organizational, didactic - methodological and personnel measures in Czech schools.

As a result of the condition, when insufficient level of systematic support for schools and the lack of meeting the needs of target groups, etc. causes that

disproportionately significant number of students from target group is educated in the system of the school primarily intended for pupils with mild mental retardation. So far, we cannot say that the development of integrated (inclusive) education was noticeable, although in most declarative acts (norms) that were received in the past decade, emphasis was placed on increasing the inclusive nature of the Czech educational system. In fact, it has failed to bring to Czech the commonly shared experience of the original EU countries that have a similar process of opening schools, mainstream members of minorities, the disabled, socially disadvantaged and other groups of students passed the end of last century. Czech Republic still belongs among the countries that have very high percentage of children, pupils and students excluded from the mainstream - to schools established for children, pupils and students with disabilities and special institutions.
(MSMT, 2010)

4.3.3 Brief summary

The situation in education in general is very similar in both countries. Different education sectors make the range of educational possibilities very broad. But the topic I'm interested in, is the inclusion in the state schools. Australia gained a cushion thanks to the „dark times" in the Czechoslovakia in the second part of 20th century. This may seem crucial, if we consider the fact that Australian government tries to include everyone with disability, if possible. Nevertheless, the situation is not that clear. Though the aim and purpose is obvious, but there is still lack of feedback and evaluation, to see whether the chosen way is effective or not. The inclusion (integration) started only 20 years ago, in the Czech Republic. But despite this time delay, everything is developing very fast. Policy, legislation and organizations. All this goes hand in hand with improving attitudes of „intact" population towards the disabled. Even though that in both countries is apparent the will to include and the will to reach the situation of complex inclusion, no one is sure which way and which approach is the better one.

4.4 Legislation in education

4.4.1 Australia

Even though Australia has signed all five international treaties that make up the ***International Bill of Human Rights***, none of these treaties are legally binding in Australia.

Nor is there is a Bill of Rights in the Australian Constitution. This means that the fundamental rights and freedoms of everyone living in Australia are not protected by the law.

As Keeffe (2001) notes „consequently, before anti-discrimination legislation was introduced into state, territory and federal jurisdictions, Australian education authorities did not have any immediate or binding obligation to inclusive education." Instead, Australia's commitment to inclusion, at least theoretically, was formalized when Australia became a signatory to international conventions and conferences that endorsed inclusive schooling for students with disabilities. According to Keefe (2001) through these commitments, the United Nations called on the international community to recognize the importance of providing education for all children within the regular education system and encouraged countries such as Australia to adopt the principles of inclusive education as a matter of law or policy.

Australia relays entirely on the anti-discrimination statutes to eliminate disability discrimination by educational authorities and inclusive education practices, though recommended, are left to the goodwill and expertise of the principal of the school or the teacher in the classroom. Innes (2000b in Keefe, 2001) has claimed that "complaints based on general non-discrimination provisions alone would not be sufficient to achieve widespread elimination of disability discrimination" (Innes, 2000 p3), however, other attempts to clarify or administer the legislation more effectively such as Disability Standards, Public Inquiries or Exemption Powers have not been yet successful.

Parents of students with a disability in Australia, therefore, according to Keefe(2001), have to rely on the long, expensive, stressful and at times unsuccessful conciliation and personal complaint processes to redress a claim of discrimination (Flynn, 1997 in Keefe 2001). Teachers, schools and education authorities, on the other hand, have to rely on interpretations made from case law to clarify the expectations of the anti-discrimination provisions.

Finally, the benefits of a broad definition of disability are discussed, as are the limitations that broad interpretations of the objectives of the anti-discrimination Acts have.

Disability Discrimination Legislation in Australia

The Commonwealth *Disability Discrimination Act* (DDA*)* of 1992 and the antidiscrimination legislation or equal opportunity legislation from each State and Territory

(except Tasmania) are, according to Keefe(2001) the specific pieces of legislation that impact most significantly on the provision of discrimination-free educational services for students with disabilities in Australian schools.

Ramsay and Shorten (1996 in Keefe 2001) describe two main areas in which the legislation prohibits discrimination in education:

-Admission of a student may include the refusal to accept an enrolment or negotiating differential terms upon which an applicant may be admitted;

-Access to educational benefits may encompass such matters as subject

offerings, attendance at school camps or excursions and course choices; and even though there are minor differences between the State, Territory and Commonwealth legislation, I focused on the Commonwealth Disability Discrimination Act or DDA (1992), however, reference is also made to the Queensland Anti-Discrimination Act or QADA (1991).

A broad definition of disability` has already been mentioned before

In the above definition the Commonwealth legislation makes provision for those students in schools, for example, who may have HIV/AIDS, social and emotional difficulties, brain injury, medical conditions or psychiatric illness and also students who "learn differently". The *Queensland Anti-Discrimination Act* (QADA) that was introduced a year before the Commonwealth Act defines impairment, in part, as a disorder or malfunction that results in the person learning more slowly than a person without the disorder or malfunction. This gives legal representation to people who have an intellectual impairment but not, necessarily, to people who may be learning disabled. Williams (1996 in Keefe, 2001) has claimed that the lack of a functional, clinical or educational definition of learning disability further complicated the question of who may be considered disabled under the State legislation.

In Australia, the right to disclose or not to disclose if or when a student has a disability has featured in more tribunal hearings than any discussion from the definition of disability. Parents who choose not to disclose may be fearful of the possibilities that the student is rejected at enrolment or that disclosure may result in prejudice from the school through stereotypical behaviors or attitudes (Flynn, 1997 in Keefe, 2001). There are currently no legal obligations for parents or students to disclose a disability, however, the Human Rights and Equal Opportunity Commission has identified the importance that disclosure has for the identification of educational needs, the planning of appropriate

41

programs and the provision of appropriate support services. Commissioner Innes (in Keefe, 2001) for example, has claimed that "this was a shared responsibility and schools had an obligation to collaborate with parents, medical, therapeutic, educational and behavior experts for each student to get the information needed to develop sound educational programs.

The process of identifying, assessing and addressing the educational needs of students with disabilities in schools has not been developed or formalized to the same extent as the IDEA in the United States and this continues to remain a contentious area of concern for parents, students, education authorities, principals, guidance officers and teachers in Australian schools."

The objectives of the DDA *(Cth.)* **1992** (in Keefe, 2001)

The objectives of the *DDA* are clearly defined:
1. To eliminate discrimination as far as possible, against people with disabilities;
2. To ensure, as far as practicable, that people with disabilities have the same rights
to equality before the law as the rest of the community; and
3. To promote recognition and acceptance within the community of the principle
that persons with disabilities have the same fundamental rights as the rest of the
community.

Keefe (2001) notes, that „disability discrimination statutes state that it is unlawful to directly or indirectly treat someone with a disability less favorably than a person without the disability would be treated in circumstances that are materially the same. In some circumstances, positive discrimination may be needed for people with a disability to experience substantive equality or equality of opportunity. In schools for example, the provision of medical, therapeutic or technological support services and teacher aide assistance may be required before a student with a disability is able to participate equally in an educational program." These services are provided to minimize barriers to learning and to focus on student independence, learning and the achievement of educational goals. An example of ensuring that a student with a disability has equal access to educational experiences may include changing room allocations to ground level rooms for a student with a hip complaint who experiences difficulty when climbing stairs.

The third objective, according to Keefe (2001), identifies the important educational role that schools have not only for student learning and educational outcomes but also as role models in the community for discrimination free behaviors and attitudes.

The parameters of reasonable accommodation - unjustifiable hardship

A reasonable accommodation may include any appropriate action or decision that considers all the relevant factors of the situation. Some factors that have been recommended for consideration in the Disability Standards for Education draft document (in Keefe, 2001) include:

-The effect of student' disabilities on their education or training;

-The effectiveness of the actions or adjustments in achieving substantive equality for students with disabilities; and

-The impact of the appropriate actions or adjustments on other students and staff.

Litigation trends and the management of inclusion in Australia

Keefe (2001) notes, that "at this point in time, Australia has not experienced the same "flood" of special education, litigation that is prominent in the United Kingdom and the United States. A complex complaint based, appeal process, unwanted expense and publicity, the exemption clause of 'unjustifiable hardship' and the increased level of stress associated with lengthy court cases (Flynn, 1997 in Keefe, 2001) are some of the factors that make Australia's historical trend of reduced litigation in special education unique amongst other common law countries. Anti-Discrimination Commissions in each state and territory and the Human Rights and Equal Opportunity Commission at the Commonwealth level all rely on the personal complaints method of appeal."

A comprehensive conciliation process is usually initiated after a student or a parent who feels that they have been discriminated, makes a formal complaint. The Commission is then obliged to collect a significant bulk of data so that interpretations may be lawful, decisive and fair. Consequently, Keefe (2001) notes that, it is not uncommon to have a time delay of eighteen months to two years before a hearing may be determined. Well done Czech justice. This causes extreme stress for both the parents and the school representatives and disruptions in communications are not uncommon (Flynn, 1997 in

Keefe, 2001). Clearly, the need for principals to provide discrimination-free educational services and to manage inclusion effectively is becoming increasingly important.

4.4.2 Czech Republic

Unlike Australia, the Czech Republic does have a Bill of Rights to establish fundamental human rights expectations for all citizens, so similar form as in the USA from which legislation such as the IDEA (The Individuals with *Disabilities* Education Act, in Keefe, 2001) can be drawn.

Integration policy in the Czech Republic has started only after 1989. During this period, the development of integration has changed towards broader social acceptance of integration of persons with disability to inclusion, mainstreaming, and better educational and technological support for pupils with disability in inclusive settings. The main principle of education of pupils with special needs is to create equal opportunities for this target group and minimalize the negative impact and consequences of the disability to the pupil's access to appropriate level and quality of education. The main goal of inclusive education is to create possibilities for building independent life, for social inclusion and participation of a person with disability. The reform of public administration, beginning in 2000, brought territorial decentralization. The responsibilities in education were transferred from the Ministry of Education, Youth and Sport to regional educational authorities (there are 14 regions in total).

Starting 2001, regions were organizing bodies for upper secondary schools and special schools. The regions are also responsible for developing the regional policy and implementing the general main goals and principles of education of pupils with special needs set up by the Ministry. The new understanding of the concept of education of pupils with disability has influenced the terminology, which has changed from a medical model into a functional one. The term "child with special educational needs" has started to be accepted. The practical experience with integration and changes of the educational system in general has led to a visible change of the whole system of education of pupils with special educational needs.

The Ministry of Education, Youth and Sport provides financing of the compensatory technological equipment, provides financing of counseling and resource centers that are obliged to provide special educational support and advice. They are also supposed to lend the necessary equipment and technology to the school, in accordance to

the needs of individual integrated pupils. Ministry of Education, Youth and Sport contributes funding of in-service training and special equipment as well.

(The European Agency for Development in Special Needs Education, 28.8.2010).

Act No. 561/2004 - Collection of Law on Pre-School, Basic, Secondary, and Tertiary Professional and Other Education

The law came into effect on 24 September 2004. Like for example the United States of America, education in the Czech Republic is based on the principle of an equal approach to every citizen of the country. The education at public primary and secondary schools is provided free of charge and irrespectively (§ 1). People with disability are by law considered disabled and therefore have special educational needs. The special educational needs are investigated by an educational counseling institution such as the pedagogical-psychological advisory bureau or the special educational advisory bureau. The activities of these bureaus are liable to the Notice No. 72/2005 (§ 16).

Students with special needs have the right to be educated by special methods and use special aids. There could be established special classes at mainstream secondary schools or schools for disabled students, where an assistant teacher can work with the special education teacher. The length of the secondary education can be extended by two years (§ 16). Students with special needs also have an Individualized Educational Program, which is the outcome of the cooperation of the family, school, and specialists. (MSMT, 2011)

Notice No. 73/2005 on Education of Children, Pupils and Students with Special Educational Needs

The Notice came into effect on February 9, 2005. According to the Notice, a student with a severe health disability, consequently requires special kinds of educational methods (§1). Students with special needs can be integrated individually or in groups at mainstream schools or can study at schools specially established for the students with a particular disability. Individual integration is preferred any time it is possible (§3). Special secondary school could mean an educational establishment, training college, grammar school, and vocational school for deaf students (§6).

Paragraph number 6 deals in detail with Individualized Educational Programs. The Program should include conditions of the education of the student, documents from the investigation by education counseling bureaus, exact plans and determination of the teachers and other staff members cooperating on the education of the student. The program must be approved by the school director and legal representatives of the students or the adult student.

The educational strategies in particular classes depend on the individual students and their needs. In special cases, one class can employ three pedagogical employees to teach simultaneously, one of them being an assistant teacher (§8). The limits on the number of students in one class for Secondary school are set by a Notice No. 62/2007, which amends Notice No. 73/2005. As stated in the program of the Ministry of Education, Youth and Sport, there exists various plans and program regarding educating student with special needs. (MSMT, 2011)

The Education of Pupils with Special Educational Needs

As stated on the Ministry of education web pages(MSMT, 2011)

The Principles and Objectives of Education

- Equal access to education without any discrimination
- Consideration of the educational needs of the individual
- Mutual regard, respect, solidarity and dignity
- General development of the personality with an emphasis on cognitive, social, ethical, moral and spiritual values

The Rights of Children, Pupils and Students with Special Educational Needs

- The right to education with the content, forms and methods corresponding to the needs and potential of these persons, including evaluation, admission and completion of education
- The right to have the conditions created for education
- The right to the counseling assistance of the school
- The right to the assistance of an educational counseling facility

- The right to the free use of special textbooks, special didactic and compensation aids provided by the school
- The right to education through alternative forms of communication (sign language, writing in Braille etc.)
- The possibility of the extension of secondary or higher education by the school's principal

The Definition of Children, Pupils and Students with Special Educational Needs

- A person with special educational needs is a person with a chronic health condition, physical handicap or social disadvantage
- A chronic health condition may be a mental retardation, physical disability, visual and/or hearing impairment, speech impediments, autism, simultaneous multiple disabilities, learning or behavioral developmental disorders
- A physical handicap may be a physical impairment, long-term illness and mild mental-health disorders leading to learning and behavioral problems
- A social disadvantage may be a family background with a low socio-cultural position, court-ordered institutional care or education in a juvenile correction institution, having refugee status or being an asylum-seeker

Placement in Special Education

- Special Education is provided for pupils who have been determined to have special educational needs on the basis of special pedagogical, or psychological, examination by an educational counseling facility or a specialized health-care workplace with the resultant recommendation being issued by an educational counseling facility
- Special Education is also provided to students placed at schools established as a part of educational institutions providing institutional care or care in juvenile correction institutions

Forms of Special Education

- Individual integration
  - in a normal school (preferably, if the school has the prerequisites)
  - in a special school for another handicap

- Group integration
  - in a class or section of a normal school
  - in a class or section of a special school

- Education in a separate school for pupils with a chronic health condition (a special school)
- A combination of all three above-described forms ALL OF THIS IS CONDITIONED BY THE AGREEMENT OF THE PARENTS OR LEGAL GUARDIANS

The Organisation of Special Education

- The form and content are modified according to the pupil's needs
- Special education and support are ensured by the school
- In a special school, section or class, pupils of two or more forms can be placed together
- In classes, sections and groups for pupils with a severe health condition, educational activity can be simultaneously ensured by three pedagogical employees, one of whom is a teacher assistant
- For the preparation of education of children with severe mental retardation, multiple disabilities or autism, a preparatory stage of special elementary school can be established
- The placement of a pupil in a school into which he/she is to be placed may be preceded by a diagnostic stay, namely for 2 to 6 months.
- The pupil's placement in the regimen of special education, should there be significant changes in his/her special educational needs, shall be re-examined by an educational counseling facility, which, if need be, proposes revisions of the regimen.
- The non-placement of a pupil with a chronic health condition into one of the forms of special education shall be reported by the principal of a normal school or special school to the pupil's parents or legal guardians, the regional authority and the municipality in which the pupil permanently resides.

Framework Education Programs (FEPs) and School Education Programs (SEPs)

- set specific objectives, forms, the length and the compulsory educational content
- must correspond to the latest knowledge on effective methods and organization of education appropriate to the age and development of the child
- set the descriptions of material, personal, economic and safety conditions under which instruction is implemented

Individual Education Plan (IEP)

- The IEP is prepared in cooperation with an educational counseling facility and the pupil's parents or legal guardians or the adult pupil usually before the pupil's placement in the school, however no later than one month after the pupil's admission to the school or after the determination of the special educational needs of the pupil
- The IEP can be complemented and revised throughout the academic year as needed
- The IEP is to be prepared under the guidance of the school's principal, who is responsible for it and for acquainting the pupil's parents or legal guardians or the adult pupil with it
- The observance of the approaches is monitored and the measures set in the IEP are evaluated by an educational counseling facility, which provides counseling support to the pupil, school as well as the pupil's parents or legal guardians
- The IEP is prepared primarily for
    - the individually integrated pupil
    - the pupil with profound mental retardation
    - or for a pupil who is integrated in a group or for the pupil of a special school

- The IEP builds on
    - the school education program of the relevant school
    - the conclusions of the psychological and special pedagogical examination of an educational counselling facility
    - the statement of the pediatrician or other specialist with whom the pupil is registered (e.g. clinical psychologist, speech therapist if the child has been in his/her long-term care)

- o the statement of the pupil's parents or legal guardians or the adult pupil

Supportive Measures in Special Education

- special methods, forms and approaches
- special textbooks
- didactic materials
- compensation aids
- rehabilitation aids
- the inclusion of subjects of special educational care
- reduced number of pupils in the class, section, study group
- the services of a teacher assistant
- other possible adjustments according to the IEP
- the provision of pedagogical-psychological services

Teacher Assistant

- Main activities
  - o help pupils in adapting to the school environment
  - o help the pedagogical staff of the school in enlightenment and educational activities
  - o help in communication with the pupils, in cooperation with parents or legal guardians and the community from which the pupil comes

- The teacher assistant is an employee of the school, and the school's principal requests the establishment of this job post from the school's founding entity

Schools for Children, Pupils and Students with Special Educational Needs

- The following are founded with the agreement of the region (excluding schools established by the ministry) for persons with a chronic health condition:
  - o independent schools with revised SEPs
  - o within normal schools (including preschools)
    - individual (special) classes
    - individual (special) sections
    - individual (special) study groups

- o special elementary schools (with the SEP revised according to the appendices of the FEP for pupils with mental retardation, autistic children and pupils with multiple disabilities

- The principal can establish the post of teacher assistant with the agreement of the founding entity

Educational Counseling Facilities

- ensure activities and services for children, pupils, students and their parents or legal guardians, schools, educational institutions.
- include:
    - o special pedagogical
    - o pedagogical-psychological
    - o preventive-educational
    - o information
    - o diagnostic
    - o counseling
    - o methodological

- aid in the selection of suitable educational approaches
- cooperate with the organs of social-legal protection, health-care facilities, courts, etc.

This is the theory, stated by the Czech Ministry of education. The reality itself is though different. The way how to change theory into reality is briefly mentioned in the text above, with help of the article of Prof. Valkova (2010/1).

There is of course a number of other programs dealing with all kind of inclusion of individuals with disability into mainstream education or everyday life.

Amongst others, here are two other important projects of the Czech ministry of education

Equal Opportunities in Education, dealing with different areas like

The Integration of Aliens

Within the Conception of Integrating Aliens on the Territory of the CR, the issues of the situation and position of aliens on the territory of the Czech Republic in the area of their education fall under the Ministry of Education, Youth and Sports.

Health, Minorities, Human Rights and Sociological Issues

Human health is understood as a balanced state of physical, mental and social well-being. It is formed and influenced by many aspects, such as lifestyle, preventive conduct, the quality of interpersonal relations as well as of the environment, Man's safety, etc.

Introductory Courses for Refugees and Persons Using Subsidiary Protection

Within the fulfillment of the Conception of Integrating Aliens on the Territory of the CR, the MEYS provides instruction in the Czech language, instruction of the social-legal minima and instruction in geographical realia to refugees and persons using subsidiary protection free of charge on the basis of:

Subsidy program Support of Roma Secondary-School Pupils

The program 'Support of Roma Secondary-School Pupils' was announced by the Council of the Government of the Czech Republic for Roma Community Affairs on the basis of Czech Government Resolution No. 386/2000 of 19th April 2000 for 2000–2002.

Equal Opportunities for Women and Men in Education and Science

The MEYS within its purview implements the national action plan 'Priorities and Procedures in the Advocacy of Equal Opportunities for Women and Men', which is proposed and approved for the calendar year at the ministry.

 (MSMT, 2011)

And another

National Plan for the Creation of Equal Opportunities for Persons with Disabilities 2010–2014. Published by Office of the Government of the Czech Republic, secretariat of the Government Board for People with Disabilities

Short introduction notes that an important event that influenced the preparation and form of the present National Plan is the fact that, in September 2009, the Czech Republic ratified the Convention on the Rights of Persons with Disabilities (the "Convention"), which had been approved in December 2006 by the General Assembly of the United Nations. The Convention builds on seven existing UN human rights treaties. (MSMT, 2011)

This plan is dealing with this areas

1. Equal treatment and protection against discrimination
2. Women with disabilities
3. Public education and awareness actions
4. Accessibility of buildings and transport, access to information
5. Equality before the law
6. Independent living
7. Personal mobility
8. Family life
9. Training and education
10. Health and health care
11. Rehabilitation
12. Employment
13. Social security and social protection
14. Participation of persons with disabilities and their organizations in governance
15. Access to cultural heritage and participation in cultural life
16. Statistics
17. Coordination and monitoring of the implementation of the National Plan
18. Financial implications of implementing measures under the National Plan

The National Plan is divided into separate chapters corresponding to the various articles of the Convention. Each chapter, in addition to citing the relevant article of the Convention, also contains a brief description of the current status and goals to be achieved through action, and a set of measures, either with deadlines or ongoing, along with a specification of the ministry responsible for their implementation. Where multiple ministries are involved in the implementation of measures, they are jointly responsible for their implementation.

And of course final yet important, is the National action plan for inclusive education. The main objective of the material is to increase the level of inclusive concept of education in the Czech educational system. The ultimate goal is to act preventively against social exclusion of individuals and social groups and contribute to the successful integration of individuals with disabilities or handicaps in social, political and economic activities of civil society. Tasks and measures of the National Action Plan for Inclusive Education through its impacts go beyond education and as such are an important contribution to the development of human resources in the Czech Republic. Inclusive character of the Czech education system not only affects learning conditions for pupils with special educational needs, but also concerns all of its participants. (MSMT, 2011)

4.4.3 Brief summary

The advance in the legislation in Australia is visible. Czech Republic is following with school acts and notices. Both countries still miss legislation such as IDEA, which would exactly specify the laws and possibilities of individuals with disabilities. But as we can see, even the good legislation is not enough (2 years waiting for the court verdict in Australia, to have the chance to be included in mainstream school). The legislation is not enough if there is a lack of people willing to realize it.

4.5 Legislation in sport
4.5.1 Australia

Disability Discrimination Act

Under Section 28 of the Disability Discrimination Act (DDA) (in Keefe, 2001) it is unlawful to exclude a person or their associates, on the grounds of a disability from a sporting activity. This includes those involved in a coaching or administrative capacity. The DDA does not apply if:

- The person is not reasonably capable of performing the actions reasonably required in relation to the sporting activity; or
- people who participate in the sporting activity are selected by a method which is reasonable on the basis of relevant skills and abilities; or
- a sporting activity is conducted only for persons who have a particular disability and the person does not have that disability

4.5.2 Czech Republic

Act on the promotion of sports

Act No. 115/2001 Coll., Dated February 28, 2001 as amended by Act No 219/2005 Coll. Defines the status of sport in society as a publicly beneficial activities and tasks of the ministries, other administrative authorities and responsibilities of local governments in promoting sport.

Especially this part

(1) For purposes of this Act, the term sport represents all forms of physical activities through participation in organized and unorganized, the aim is the harmonious development of physical and mental fitness, improving the health and achieving athletic performance in competitions at all levels. (2) Sport for All means organized and unorganized sport and physical recreation intended for wide sections of the population. (3) Sports facility is building, land, water area, building or a file used exclusively or mainly for sport.

And this one as well ... (1) The Ministry of Education, Youth and Sports) draw up the draft State Policy in Sport (hereinafter referred to as "concept") and submit it to the Government for approval, b) coordinate the implementation of government-approved concept, c) provides financial support for sport from the state budget, d) creating the conditions for national sports representation for the preparation of sporting talent for the development of sport for all sports and for people with disabilities, e) issue the anti-doping program and organizes and supervises its implementation, f) decide on akreditaci1) educational establishments involved in sport , g) establishes departmental sports center and ensure its operation, h) coordinates the activities of departmental sports centers of the Ministry of Defense and the Ministry of Interior. (MSMT, 2011)

4.5.3 Brief summary

Again, policy and legislation is sufficient and quite well done. The problem is lays again in those who should be realizing them. It can be given by law, that the sport is for everybody, but if the sport bodies, and clubs and organization will try to find problems and obstacles it will never work. No problems, just solutions. How is possible to include, if we don't have the will to. In this case are this situations in both countries very similar. Sport and movement in general is natural to every living creature and individuality and by obstructing the only natural way, we can cause a fatal changes manifested in the approach and attitudes of the whole society.

4.6 Sports

4.6.1 Australia

"Sport to many Australians is life and the rest is shadow" Donald Horne, *The Lucky country* (History of disability in SA, 2010)

According to (History of disability in SA, 2010)"Sport plays an important role within Australian society. Many Australians are involved in sport and recreation and enjoy the associated benefits of enjoyment, social interaction, health and fitness, personal achievement, national pride and community involvement. Numerous sporting programs have been established for people with disabilities, and there are many opportunities for people with disabilities to get involved in sporting competitions and events on a state, national and international level."

Australians love their sport whether they are playing the game or supporting their favorite team. Sport plays a very important role in how Australia defines itself as a country, and how Australians articulate their sense of belonging to their nation. (Goggin, G. and Newell, C. 2005 p74 in History of disability in SA, 2010)

However, throughout much of the twentieth century people with a disability were discriminated against and excluded from participating in sport. We learn in school that sport is important for social recognition and success, but that it is not for those who are sickly, too fat, the bookish, frail – or disabled. (Ibid. p75 in History of disability in SA, 2010) Sport first became important for people with a disability during World War II when it was used as rehabilitation on veterans and civilians with spinal injuries. Since then more people with a disability have become involved in sport in Australia. The introduction of the

Disability Discrimination Act in 1992 meant it was unlawful to exclude a person on the grounds of a disability from a sporting activity. Consequently, people with a disability have been taken seriously in sport.

Deaf Sports Australia

People with a hearing disability have taken part in sport for over a century. It began with a friendly cricket match between South Australia and Victoria in 1895. This lead to Interstate Deaf sporting carnivals every two or three years in different Australian capital cities. In 1954, the Australian Deaf Sports Federation (ADSF) was formed to coordinate interstate sporting competitions. After a ten year break the Australian Deaf Sports Carnival resumed in Sydney in 1964/65. The Carnival was the forerunner of the Australian Deaf Games now held every 3 or 4 years. In 1955, the ADSF affiliated with an International organization of sports for the deaf, Comité International Sports des Sourds. CISS is responsible for all International competitions, including the Deaflympic Games (previously known as World Games for the Deaf). The ADSF became Deaf Sports Australia (DSA) in 1999.

Paralympic Games

In 1952, Dutch ex-service men attended the Stoke Mandeville Games and established the International Stoke Mandeville Games Committee (ISMGF). In 1960, an Olympic style event for athletes with a disability was held in Rome. The games were conducted parallel to the Olympic Games and became the Paralympic Games. The Rome Games were organized for people with a physical disability, and in particular, those with a spinal cord injury. About 400 athletes, from 23 countries including Australia competed.

In 1990, the Australian Paralympic Federation was established. In 2000, Australia hosted the Paralympic Games in Sydney. The events covered six categories of disability:

1. spinal cord injury
2. amputee
3. cerebral palsy
4. les autres (a range of locomotor disorders)
5. vision impaired
6. intellectual disability

The Sydney 2000 Paralympics was host to 3843 athletes from 125 countries.

Special Olympics

Unlike the Paralympics, the Special Olympics are not designed for elite athletes with disabilities. The Special Olympics are a year round training program and competition for people with an intellectual disability. The program offers a variety of sporting activities and provides the opportunity for everyone irrespective of their level of ability, to take part.

Australia first became involved in the Special Olympics in 1976 and now the program runs in all the States and the ACT. About 2000 athletes participate in 39 regions throughout Australia. Once every 4 years National and International Games are held.

Australia sporting organizations

There are a number of sporting organizations in Australia that enable people with disabilities to participate in sport, recreation and community activities.

BlindSports SA The Association of SA Blind Sporting Clubs is the representative body of blind and vision impaired sports people. It actively encourages blind and vision impaired people to participate in competitive and recreational sports of all kinds.

Blind Sporting Council The Blind Sporting Council was established in 1996 and provides funding, assistance and support to people who are blind and vision impaired to enable them to participate in sport, recreation and community activities.

Deaf Sports Australia Deaf Sports Australia (DSA) is the peak body for deaf sport in Australia. There are 12 National Deaf Sporting Organizations and 5 States affiliated with DSA.

South Australian Deaf Recreation Association is affiliated with DSA and provides access to local, national and international sport for athletes with hearing impairments.

Riding for the Disabled Association Provides recreational and therapeutic horse riding sessions for people aged 5-75 years.

Sailability SA Integrates people with a disability into the sport and recreation of sailing.

SASRAPID The South Australian Sport and Recreation Association for People with Integration Difficulties Incorporated (SASRAPID) was established in 1982 and is an organization that assists people with integration difficulties to become involved in sport, recreation and leisure activities.

Special Olympics SA Provides year-round sports training and athletic competition in a variety of Olympic type sports for all Australians with an intellectual disability. It provides the opportunity to develop physical fitness, participate in the sharing of skill and friendship with their families, other Special Olympians and the wider community.

Wheelchair Sports SA Wheelchair Sport was originally introduced into South Australia in the early 60's as part of the total rehabilitation program for individuals with a spinal injury. Since its introduction, there has been a rapid growth and development of wheelchair sport. This has lead to the formation and incorporation of the Wheelchair Sports Association of South Australia in 1982. It is now known as Wheelchair Sports SA. Wheelchair Sports SA is responsible for the management of sport and recreation for people with a physical disability including paraplegia, quadriplegia, spina bifida, cerebral palsy, acquired brain injuries and other physical disabilities in South Australia and is recognized by the State Government and the Office for Recreation, Sports & Racing as the governing body. Its aim is to ensure that people with a physical disability are provided with the maximum opportunity to participate in sport and recreation. (History of disability in SA, 2010)

4.6.2 Czech Republic

Various sports organizations offer many possibilities to participate in sport for the disabled in the Czech Republic as well as in Australia.

Czech Paralympic Committee

On the initiative of the International Paralympic Committee (IPC), the International Committee of Sports the Deaf (ICSD) and after the agreement of the national associations of disabled athletes was on the 26th of January 1994 founded- as a parallel organization to the Czech Olympic Committee-Czech Paralympic Committee(CPV).Its main mission is to support the Paralympic and Deaflympic movement and their development in the Czech Republic.

CPV grouped by sport associations supports the development of disability sport, and thus contributes to their social integration, and sponsors training of disabled athletes at the World competition.

One of the main tasks of the Czech Paralympic Committee is to secure a decent representation of the Czech Republic in the summer and winter Paralympics and Deaflympics and Global Games for mentally disabled athletes.

Unions affiliated to the CPV are members of the international federation, the Czech Paralympic Committee is a member of the IPC and the Czech Republic acts as the national Paralympic committee.

CPV continues its activities to the activities of the Union Republic of athletes with disabilities and ensuring national team works closely with government authorities and possibly others. Czech Paralympic Committee covers approximately 18 000 athletes in five sports federations, which are full members. (CPV, 2009)

They are

Czech Association of physically disabled athletes (ČATHS)

Czech Federation o. p. Spastic Handicap (ČFSH)

Czech Association of mentally disabled athletes (ČSMPS)

Czech Association of the Deaf athletes (CSNS)

Czech Association of visually impaired athletes (ČSZPS)

An associate member of the CPV is the Czech Association of internally disabled athletes (ČSVPS).

Czech Association of Disabled Athletes (ČSS)

Czech Association of Disabled Athletes provides a wide range, quality and professionally led physical activities that will lead to a regular sport the greatest number of disabled persons and provides conditions for professional sport in Czech Republic following a post-rehabilitation quality recreational level, from which the intensive training of top athletes leads.

The first disabled sports games were held in 1948, the beginnings of organized sports disabled began in 1961 and the Czech Association of Disabled athletes in its present form originated in 1990 and provide the activities for almost 2,000 athletes in 70 sports clubs that operate 15 sports of which 7 Paralympic. (CSS, 2010)

Federation Spastic Handicap

Czech Federation of Spastic Handicap o.s. was established in 1992. It is a member of international organizations CP-ISRA (International Association for Sport and recreation of people with cerebral palsy). This international organization is one of the founding members of the IPC (International Paralympic Committee). It is also a member of the Czech Paralympic Committee, which represents the Czech Republic in the IPC. It is affiliated to the Union of disabled CR.

Activities in various sports clubs and organizations focus mainly on people with cerebral palsy (DMO). Given that these are mostly congenital disability, a large portion of its business is focused on youth. Trying to get acquainted with the various sports that are suitable for them in terms of their disability, of course, organizes a series of events where people can try these sports. If for some individuals, their interest grows beyond recreational sports or leisure, is trying to provide suitable conditions for training, material, equipment, mentoring and participation in senior domestic and international competitions. Concern for the individual's perspective, then take a specialized sports teams in the representation of different stage. (Spastic handicap, 2010)

Disabled Sports

In the Czech Republic, there exists a wide range of sport options for people with disability. Here are some examples; Dance, oriental dance, chess, fitness, weightlifting, bowling, table tennis, tennis, swimming, shooting, archery, orienteering, hiking, athletics, cycling, horseback riding, hand cycling, wheel sets, para/horse-back riding, skiing, sledge hockey, florball, basketball, volleyball and sitting/volley, Quadra rugby, bocce, curling and last but not least boccia.(Anonymous, 2010)

Czech Association of mentally disabled athletes

In addition to Special Olympics movement, it is one of two organizations, dealing with sporting activities, persons with MP in the Czech Republic. At the birth of this union was dr. Kvapilík Josef, who in 1992, based on contacts with the world sports movement mentally handicapped, went on the philosophy of INAS-FMH (International Sports Federation of persons with intellectual disabilities, International Sports Federation for Persons with Mental Handicap) and registered as a civic association ČSMPS. Since founding of the Union is a member of union of disabled athletes and the Czech Paralympic Committee. The establishment of such a union allowed preparing a strategic development

of sport MP, which made sport available to all interested parties, at different levels - from competitions in the institution, school or club, through urban and regional competitions to Championship competitions of the Czech Republic.

Competition Structure of ČSMPS

The system of competitions of Czech Intellectually disabled athletes Association includes athletes competing offer from club level to regional to competition in the Czech Republic and international competitions. The menu is constantly expanding, not only ČSMPS organizes competitions in all sports in which they held the World Championships or European INAS-FID as well as other sports. Till today, it carried out a total of 12 championship (in parentheses, the year of the first organized ČSMPS MCR) and a nationwide tourist event: Skiing (1994), hockey (1999), basketball (1993), swimming (1992), Athletics (1993), tennis (1996), cycling (1998), soccer (1996), cross country (1998), soccer (1999), table tennis (1992), football.

The system of regional and Republican competitions are, unlike the world competition, regularly put in category A and B. Category A is intended for pupils, students and graduates of basic practical schools (special schools), some students practical schools and vocational schools, category B is determined athletes from elementary school special (auxiliary schools), care centers and social care institutions. Athletes category B may be interested in starting a category A, the reverse procedure is not possible. (CSMPS, 2010)

Czech Association of Visually Impaired Athletes

Czech Association of visually impaired athletes (hereinafter ČSZPS) is a specific sporting institution whose activities are focused and specialized in sports of visually impaired population in the Czech Republic.

ČSZPS is registered in the Czech Sports Association (CSP.E.), is a full member of the Union of disabled athletes (UZPS), full member of the Czech Paralympic Committee (CPV), a member of the international sports federations International Blind Sports Association (IBSA - World Federation of the Blind Sports athletes) International Braille Chess Association (IBCA - International Chess Federation of the visually impaired), the International Paralympic Committee (IPC - International Paralympic Committee).

Official bodies of ČSZPS work in executive agencies, the Sporting and Technical committees of international federations and sports bodies in the executive institutions in the country. The main mission is to coordinate ČSZPS, to organize and manage

professionally, professional sports and physical activities for all ages and all types and degrees of visual impairment. ČSZPS creates and provides sports and physical education conditions in terms of methodological, organizational, personnel and economic.

ČSZPS associates Physical Unity (TJ) and Sports Clubs (SK) designed for blind and visually impaired, but also sports clubs for the blind, who arose within the sports departments of public health.

ČSZPS is financially supported by the associated entities as a contribution to the development of physical activities for visually handicapped in the Czech Republic. ČSZPS registers more than 1900 members engaged in sport performance level. Each visually impaired must consult their sports activities with a professional eye doctor. Individual sports governed by the "sports section", headed "executive committees". All functions in the organization are voluntary, including the president ČSZPS which manages the institution and represents the combined entities in the Czech Republic and abroad.

The Union of disabled athletes Czech Republic (UZPS, Union) was founded in 1993 after the split of Czechoslovakia. The Union has an irreplaceable position in the domestic sport of the handicapped - its mission is not only versatile, to support and develop disabled sport, but also supports and participates in the development of physical education and tourism of persons with disabilities of all ages in the Czech Republic.

While CPV focuses on supporting and preparing the Czech handicapped athletes for Paralympics and Deaflympics and the Games for the mentally handicapped athletes, area of the Union is much broader and includes the so-called non-paralympic sports, as well as support for other sports and physical activity health disabled athletes. Logical symbiosis Union CPV and then highlights the fact that UZPS respects the Code of Ethics of the International Paralympic Committee (IPC).

The competencies of the Union that works and acts on behalf of all unions associated with government institutions and relevant NGOs. Given that sport of the handicapped in the CR is mainly financed from the state budget, the Union's key partners are the Ministry of Education, Youth and Sports and the Czech Association of Physical Education. (CSZPS, 2010)

4.6.3 Disability Exhibitions

4.6.3.1 Australia

The first Disability Expo was held at the Port Adelaide Football Club in 2004. It was staged to assist parents from the western suburbs to find out what services were available to them.

In 2006 the Expo was expanded to include all of South Australia and moved to Allan Scott Park (Morphe.E.ille Race Course). Over 4,500 people attended the Expo, making it the largest attendance for a Disability Expo in Australia.

Disability Expo 2007 was held in September and the Post School Options Expo was connected with the Disability Expo to make the day even bigger. Students with a disability, their parents and teachers were able to learn about further education, employment and community participation options that are available after leaving school.

Disability Expo 200**7** had over 120 disability organizations and stalls full of information, including:

• Day Options, leisure, art and lifestyle activities
• Further education and employment assistance
• Community recreation, support & social activities
• Free entertainment, workshops, sporting clinics
• Large range of disability products and aids

The Disability Expo is for people of all ages; those with a disability, parents and the general community. It is dedicated to improving the lives of those with disabilities, their families and professionals who work with them. (History of disability in SA, 2010)

4.6.3.2 Czech Republic

Between us- Days of the disabled 2011Flora Olomouc Exhibition Grounds, Inc.

Event virtually for everyone, even so, one could name the event between us - Days of the disabled. Regularly held at the Flora Olomouc Exhibition center.

More than seven dozen exhibitors awaited the visitors. Together with producers, dealers and distributors, of equipment for the handicapped as well as sanitary facilities, humanitarian organizations and civic associations.

Every day was accompanied by program "Handicapiáda" that was intended for all: not only disabled but also those who do not suffer from any disability. It offered a show of leisure time activities and entertainment for the disabled, exhibition of photographs from the life of handicapped people, sales and exhibition from clients of sheltered workshops with beautiful ceramics, pictures, etc. The stage belonged to a dance, poetry, singing and theatrical performances. Little Gypsy dancers showed their art from the dance circle and Karika band by Gypsy musicians from Bach Olomouc from low-threshold facilities for children and youth. The exhibition also hosted the clients of the Centre key social services, Šternberk Vincentina, members of the Association affected by diseases of civilization, autistic children from kindergarten Blanická, church school pupils of St. Ursula, a group of Rebels from the Senior Club in Dub nad Moravia, Olomouc and senior choir Zpěvanky.

Visitors experienced the discussions on health and wellness topics, health exercises, and sports. With Asian martial arts and exercises to familiarize the visitors with, came the members of Center Taoist Tai Chi Association, and was ready to talk and demonstrate the Sahaja Yoga and henna painting. On the topic of personal safety were had the visitors chance to talk with the police Olomouc.

After last year's great success, the Ballet Globe dancers returned to the podium and were engaged in various types of dance therapy. The fair came to the "souls in motion" - a ballet performance of disabled dancers. The news of this year's show - which included the first time this year the Days of older people - included the School for seniors and the Internet "café for the older and more advanced," with live music for dancing and listening. Experts from the Regional Hygienic Station Olomouc came to discuss with the seniors an issues of healthy eating. The accompanying program was the Children's Day on roller skates.

Active guests appreciated the pottery workshop with potter's wheel, and became familiar with the increasingly popular Nordic walking. (Anonymous, 2011)

4.6.4 Brief summary

The number of sports organizations and clubs offering sport for the disabled is large in Australia as well as in the Czech Republic. Not only top performance sports but recreation as well. This allows the individuals with disability to participate not only in sport but also in cultural and community life. Also the "disability exhibition" they play

crucial role in inclusion and fulfilling the life of the disabled. They can meet, discuss and solve problems they encounter in everyday life and improve the level of their lives ibidem.

4.7 Recreation

4.7.1 Australia

Beckman(2006) states, that " In the early 1980s, largely due to pressure from the community, the Australian Government began a review of services for people with disabilities, which led to the Disability Services Act 1986. People who provided services within the community were required to ensure that people with disabilities would also have access to these services.

In 2005, the service provision of programs accessible to people with disabilities is broad, varied and in general adequately funded. Within state organizations such as the QLD organization, Sporting Wheelers and Disabled association, programs providing recreational opportunities for adults and children with disabilities are largely subsidized (Sporting wheelies and disabled association are able to provide this through a small percentage of government support and a telemarketing fundraising system and sponsorship). They provide come and try days for people to get involved in sports, water sports days, an annual ski trip, abseiling, hot air ballooning, concerts, restaurant trips and other activities, all for a very nominal fee. They also run a fully accessible gym for people with a disability wishing to engage in resistance activity. Gym instructors are fully qualified with tertiary degrees in Human Movement Studies and generally, if not always, has a background or interest in disability sport.

There are Australia wide organizations such as, Sailability, Riding for the disabled and other organizations catering solely for people with disabilities. Other recreational organizations that provide recreation for able-bodied persons generally also provide access for people with disabilities. The creation of overseeing bodies such as the Disability Sport Unit within the Australian Sports Commission ensure that there are equal opportunities available for people with disabilities that are both integrated and parallel. A point to note is that while these opportunities exist, in 1996 research was done that showed that people with disabilities were not utilizing the existing programs.

Further research was proposed to attempt to address why this was the case, whether the programs were not fully accessible due to cost or equipment or whether they were generally unknown to the public, or whether other barriers existed, however no follow

up research appears to have been conducted. It is thought and hoped that in the decade since this study was reported participation levels have increased, but it points towards the necessity of evaluating the programs that do exist in Australia and ensuring that they are available and accessible to the maximum number of people." Beckman (2006)

4.7.2 Czech Republic

The first camps, reconditional stays, trips and other programs for people with special needs have been wrought as segregated. In recent years, we see the evolution and integrative nature of these events.

In connection with leisure activities of people with special needs is often mentioned a series of events under the patronage of the School Holiday Lipnice aimed at integration. In 1994, were held Bridges I, which represent the first attempt to exploit the potential of this organization, which offers coexistence of different groups with different needs among themselves. After came three more events with header Bridges. In the second half of the 90th years, then began a project called Seminarium, who acquainted and motivated teachers for transformation of existing programs in an integrated movement. Three years Seminario Intertouch project and was replaced by Phoenix. After 1999, the Summer School Lipnice from similar events dropped.

It would be a mistake to mention only these events. There is a number of civic associations involved holding therapy visits, camps and other recreational mobility events involving persons with special needs. One of them is the useful life (UZ), which is based on the foundations of the school holiday Lipnice. Programs of this type, however, are found in the Czech Red Cross, civic associations Krtek, Rozrazil, Duha, Sports Club Contact SK Ostrava and many others.

Each disability group has it's own association which helps disabled people or their families and relatives with various problems concerning daily life, informs them about news related to their disability, organize various activities in sports, leisure time and gives them medical advice.

Each area of our country has its own associations e.g.: APA VCAS, Integra Hana, Klub Slunce, Klub Zvonek, Proutek, ARPIDA...etc. The most of these are recreational activities.

Let's mention our most known activities, which take place in the Czech Republic:

-VIVAT VITA - music festival, arrange social activities, where people with specific needs meet musicians

-MOSTY - sport activities (held by APA VCAS) competing of the disabled against the disabled

-PRÁZDNINOVÁ ŠKOLA LIPNICE – this organization arrange holiday courses focused on inclusion

-UŽITEČNÝ ŽIVOT - civic association offering living in the sheltered and normal houses for the disabled (CEREBRAL PALSY)

-KNAPKUV MEMORIAL - international competition held by APA VCAS includes wheelchair basketball, quadrugby, halfmarathon, duatlon

-CESKY POHAR - highly evaluated competition in the Czech Republic. It is organized for wheelchair athletes, it includes five competitions during the whole year.

-APA VCAS was founded in 1999. It is non-profit association, which operates all over the Czech Republic. Its concern is in research and inclusion of people with specific needs through physical activities. This association cooperates with the Faculty of Physical Culture, Palacky University, Olomouc - department of Adapted Physical Education, Centrum APA.

4.7.3 Brief summary

Sports and recreation are tightly connected. With the spread of sport for the disabled, it's obvious that the recreation will grow as well. No huge differences can be seen in this area between Australia and Czech Republic.

4.8 Sports and interventional programs

One of the aims of my study is to compare the interventional programs, dealing with inclusion. Their desired ouut is to improve the attitudes of kids and „intact" population towards mainstreamed individuals with disabilities. The idea is to improve this attitudes through the physical education, or sport and movement in general. Something that is natural to all of us, no matter what kind of limit or disability we have.

4.8.1 Australia

4.8.1.1 Sports Ability Program

(Australian Sports Commision, 2009)

The Sports Ability Program is an initiative of the Australian Sports Commission in conjunction with the 2006 Commonwealth Games Legacy Program and aims to:

- Provide teachers and support staff with more ways of including young people with disabilities in physical activity and sport, particularly those who have higher support needs.
- Create a medium for the integration of young people with and without disabilities.

Education Queensland will be conducting a pilot program in a number of the School Sporting Regions. The Australian Sports Commission will provide

- The Rules and game activity sheets
- 23 kits of equipment to be distributed for implementation of the program
- Training for 2 teachers who will subsequently train the staff in selected Regions to implement the program in their Regions
- 3 years of funding to assist the sustainability of the program.

Disability Support Services Unit will be responsible for the implementing of this project and have

- Established a reference committee
- Employed a part time person who will
    # assist with the establishment of the project,
    # be trained to implement the program and

> # produce required reports

- Conducted a seminar in November 2004 to introduce the program
- Committed funds for travel and accommodation for the Project Officer to train Regional personnel. (Australian Sports Commision, 2009)

Structure of the Sport Ability Program in Queensland

1. The Queensland School Sport Regions in conjunction with their Disability Sport Committee Representative will be invited to nominate to pilot the program within Schools in their Region.

2. Approximately 3/4 Schools within the selected Regions will be chosen as the pilot schools and will receive training for their staff and a kit of equipment (valued at around $1000) to be used in the implementation of the program.

3. It is desirable that the project is introduced in rural, coastal and city Regions.

4. Regional School Sport Boards will be required to appoint a Regional Project Coordinator who will be responsible for implementing, introducing to new venues and sustaining the program within the Region once the Project concludes.

5. The Regional Project Coordinator will be required to attend the training course provided and assist the staff within the schools selected to implement, conduct and evaluate the project.

6. The Regions will be required to provide 1 day TRS for the Statewide DSSU Project Officer who will conduct the training. This is dependent on the location of the schools within a region and number of days required per Region to train school staff. The Regional Project Coordinator would also require 1 days TRS for a training day within their Region.

7. The schools selected will be required to provide the funding for their teachers to be trained by providing TRS for the in-service. The training will take approx 3 hrs per session so in one day two groups of teachers could be trained. (TRS numbers would be dependent on the numbers within a school to be trained)

8. Schools involved in the pilot and the Regional Project Coordinator would be required to provide a report to the State wide DSSU Project Officer for an overall evaluation to be compiled

9. It is hoped that local sport suppliers will be able to provide equipment at a cheaper rate and therefore more schools will eventually purchase the equipment

to continue and extend the program after the pilot is completed. The Region and Regional Project Coordinator will be responsible for the distribution of equipment once the pilot is completed.

Criteria for Regions to Nominate for Selection

1. Regions must have a number of schools within their area willing to pilot the project.

2. Schools with a number of students with disabilities (i.e. a School, Unit, Class) and which include a range of disabilities are ideal. It is preferable for the Region to nominate a number of schools with a variety of inclusive or integrated programs

3. Regions require a suitable person/ persons who is/are able to coordinate the program within their Region (e.g. PE and Special Ed would be most beneficial) – Regional Coordinator.

4. Regions are required to provide TRS (DSSU will provide travel and accommodation where required)
    a) To enable training for Regional Coordinator/s
    b) To enable state wide DSSU Trainer to provide training (1 day)
    Schools are required to provide TRS
    a) To enable teachers and interested staff from selected schools to attend training.

(Australian Sports Commision, 2009)

Budget

1. DSSU – provided 15 days plus travel and transport in Semester 1, 2005

2. ASC – provide funding for training of State wide Project Officer/s

3. Region provides TRS for Regional Coordinator to be trained then to continue training program

4. Region provides TRS for the Statewide DSSU Project Officer to train staff at schools for the pilot project.

5. Schools provide TRS for teacher and staff training

2005 Implementation

1. February - State wide DSSU trainer and Northern trainer receive training

2. February - Reference Committee established

71

3.   Mid February - Nomination Form sent to Regions.

4.   Mid March - Regions nominate including schools, coordinator

5.   April - Regions selected by Reference Committee

6.   May- Training commences in selected Regions

(Australian Sports Commission, 2009)

Physical Education Syllabus

Sport Ability Program provides a range of activities that will link to Levels 1-6 of the Core Skills of "Developing Concepts and Skills for Physical Activity"

Sports CONNECT

A national framework coordinated by the Disability Sport Unit, encompasses a range of initiatives to increase the number of people with disabilities involved in sport and physical recreation. The Disability Sport Unit coordinates a network of agencies around the country that are working to connect sporting organizations with disability service organizations to build sustainable and inclusive communities.

The Disability Sport Network is working towards a common goal and a national framework:

The Disability Sport Unit works to:

- provide direct practical assistance to national sports organizations to assist them with the inclusion of people with disabilities in both disability and non-disability specific sport
- coordinate and assist the Disability Sport Network in connecting sport and people with disabilities

Sports CONNECT: connecting sport and people with disabilities

(Australian sports commission, 2009)

Connecting sport and people with disabilities

Sports CONNECT is a national framework that works to build pathways for people with disabilities to get involved in sport, by creating and developing relationships between sports and disability organizations.

Through the work of Sports CONNECT more people with disabilities are recognizing the many social and health benefits resulting from involvement in sport. At the same time sports, organizations are increasingly becoming aware of the significant benefits of involving people with disabilities as either participants, administrators, volunteers, coaches or officials.

How does Sports CONNECT work?

(Australian sports commission, 2009)

At a national level

Twenty-four sports organizations are supported directly through Sports CONNECT. All receive funding over a five-year period to develop a Disability Action Plan. In addition to funding, sports are supported by a dedicated case manager over the life of the plan.

The Disability Action Plan is designed so that after five years of support, the sports organizations have gained the internal know-how to incorporate inclusive strategies into their regular planning processes, without the external support of the Australian Sports Commission.

The sports involved at a national level include:

Athletics Australia	Golf Australia
Australian Baseball Federation	Gymnastics Australia
Australian Football League	Netball Australia
Australian International Shooting Limited	Rowing Australia
Australian Rugby League	Softball Australia
Australian Rugby Union	Surfing Australia
Australian Volleyball Federation	Surf Life Saving Australia
Basketball Australia	Swimming Australia
Bowls Australia	Table Tennis Australia
Cricket Australia	Tennis Australia
Cycling Australia	Bowling Australia
Football Federation Australia	Yachting Australia

At a state/territory level

Sports CONNECT is supported at the state and territory level through strategic partnerships with state departments of sport and recreation. These partnerships are critical to the ongoing support of Sports CONNECT as they provide the key link between what happens at the national level and how this influences state and territory sports and disability groups.

The Disability Sport Network (DSN) is the collective name given to these partnerships. A range of support services is available through the DSN for state sports organizations and disability groups. These include consultancy, funding and the provision of education and training.

Where the Australian Sports Commission works directly with national sports organizations, we also work indirectly with state associations of the same sports through the DSN. Similarly, our state and territory partners also work at the local level.

At a local level

A key element of the Australian Sports Commission's partnership with state and territory departments and the DSN is the Building Inclusive Communities model.

This model provides a framework whereby the DSN will target specific communities and organizations within those communities, with a view to getting more people with a disability involved in sport.

An example of how this model could work:

A DSN coordinator is working directly with a state football association in developing a Disability Action Plan. This state plan would reflect the existing national plan for that sport. With a nationally consistent assessment tool, the DSN coordinator is able to identify football clubs in a particular region that are prepared and willing to service people with a disability. The DSN can then follow the same process with disability sector organizations, finding organizations that value sport and want their clients to be physically active. The DSN coordinator can then begin connecting the willing football clubs with the willing disability sector organizations in the same area, with the outcome being more people with disabilities participating in sport. (Australian sports commission, 2009)

Sport Ability Project Update
Student Services Branch
DSSU

The Australian Sports Commission through the Commonwealth Games Legacy funds the Sport Ability Project. Queensland School Sport In conjunction with Disability Services Support Unit appointed a coordinator based at Disability Services Support Unit. Queensland received 23 kits of gear for 5 games in the initial phase of the Project. The games included in the kit include 3 Paralympic Games – Boccia, Sitting Volleyball and Goal Ball as well as 2 table games – Poly bat and Table Cricket

In Phase 1 of the Sports Ability Project, 23 schools were selected through a nomination process using the Queensland School Sport Regions with priority given to those schools, which formed a cluster group and the Regions who provided the support from a Regional coordinator. These schools received a kit of gear and in servicing of staff that would be using this kit within the schools. Schools are now looking to advance the program by conducting interschool and inter district sport days using the equipment. Reports are being produced every 6 months, for the Australian Sports Commission, on the progress of the program in Queensland. (Australian Sports Commision, 2009)

The Sport Ability Project is about to commence the second phase for Indigenous Communities. A video of the indigenous games is to be made in Queensland and the modifications, for students with a disability, to these games researched prior to distribution. Sue Fleming, coordinator of the project in Queensland will be organizing this phase with the indigenous education officers from Education Queensland and indigenous project officers from Queensland Department of Sport & Recreation. Schools and Communities will be asked to nominate through the Queensland School Sport Regional Sports Offices.

In service for all successful communities/schools will include a Disability Education Program conducted in conjunction with Disability Education Queensland a month prior to the in service for the Sport Ability Program. This process will up skill all staff in the area of disability and inclusive practices prior to learning the games within the Sport Ability kit.

Sports Ability: an inclusive games program.

Sports Ability is a national program designed to increase the participation levels in sport and physical activity of people with disabilities in a structured, safe, inclusive and fun environment. Sports Ability can be delivered in a variety of settings including schools and community clubs.

Sports Ability has two main aims, to provide:

- those working in a physical activity and sport setting with more ways of including people with disabilities

- a means for people with and without disabilities to interact in a sporting environment.

Sports Ability is appropriate for everyone, including:

- people with or without disabilities
- young people through to senior citizens.

What does Sports Ability consist of?

There are three elements of the Sports Ability inclusive games program including:

- equipment for five inclusive games (three of which are Paralympic sports)
- resource material, consisting of easy-to-use activity cards and instructional DVDs
- training is available in each state and territory through the Disability Sport Network. Sports Ability training provides participants with an opportunity to learn about all the activities and how they promote inclusion. Workshops are easy to organize, not expensive and are practical and fun.

Sports Ability Games

The Sports Ability program is based around five inclusive games, these games can be used developmentally or to provide new pathways in disability sport. These games include:

- **Boccia** - a bowls-type target game played at the Paralympics; suitable for all abilities, and provides an ideal vehicle for inclusion
- **Goalball** - a Paralympic sport developed for players who have a vision impairment. It is an exciting invasion game that introduces new challenges to both sighted and vision impaired players.
- **Sitting volleyball** - a Paralympic sport for players for whom standing volleyball may not be an option. As all players remain seated during play, sitting volleyball is an excellent inclusive game.
- **Polybat** - an accessible version of table tennis, particularly useful for young people who have coordination and control impairments. Polybat can also be used to introduce younger children to table tennis.

- **Table cricket** - a dynamic table version of cricket for players of all abilities, but specifically those with complex or higher support needs. It retains the three main elements of cricket - batting, bowling, and fielding - as well as most of the key rules.
- **Traditional Indigenous Games** - five traditional games have been included and can be adapted and modified to suit all abilities. These games have their origins in the Torres Strait, Central Australia, Northern New South Wales and Southeast Queensland.

(Australian Sports Commision, 2009)

Education and training opportunities

Workshops involve exploring practical ways to adapt and modify in order to create inclusive activities.

Education and training is a key component of the Australian Sports Commission's work to get people with disabilities involved in sport.

Education and training is currently delivered around Australia through the Disability Education Program (DEP). The education content and delivery supports the promotion of a physically active lifestyle for all Australians, including Australians with disabilities.

The program provides training and resource material to increase people's skills in adapting and modifying activities to include people with disabilities.

There are a number of training modules aimed at specific target groups that cover a range of topics related to the inclusion of people with disabilities in physical activity and sport.

- **Count Me In** - generic sport, physical activity and awareness workshop
- **Getting Ready for School** - inclusion in physical education and sport for teachers and other education staff
- **Opening Doors** - awareness workshop aimed at club administrators and volunteers
- **What is Disability Sport?** - introductory workshop focusing on the structure of disability sport and classification
- **Inclusive Coaching** - coach-oriented module that will enhance current knowledge and promote an inclusive approach

- **Sports Ability** - practical workshop exploring inclusive games and how they are best delivered.

The modules are designed to address a range of needs and can be tailored to the exact specifications of each school. (Australian Sports Commision, 2009)

Other courses

There is a number of courses that are also administered by the Australian Sports Commission that you may find useful. Whilst they are not focusing directly on inclusion for people with disabilities, they cover generic skills and information that will assist in providing safe, fun and inclusive activities.

These courses include:

- Online Beginning Coaching course
- Online Beginning Officiating course
- General coaching skills workshops
- Play by the Rules: online courses in making sport safe, fun and fair
- First aid courses
- Indigenous: cross-cultural awareness

4.8.1.2 Telstra Paralympic Education Program

(Paralympic education program, 2009)

The Australian Paralympic Committee (APC) is committed to promoting the Paralympic movement, Paralympic athletes and their achievements. Australian Paralympians have earned the respect of the nation and many have become role models in the community.

The Telstra Paralympic Education Program is aimed at developing an awareness of the Paralympic Games, Paralympic sports and Paralympic athletes. At the same time, students will gain an understanding of disabilities, health issues, social issues and the value of sport to all members of the community.

In the lead up to the Beijing 2008 Paralympic Games (and beyond), the Telstra Paralympic Education Program also aimed to build the support network of schoolchildren to help cheer on the Australian Paralympic Team.

The contribution of sport to Australia's national identity as well as to an individual's personal development is well acknowledged. The Telstra Paralympic Education Program will help to develop in students the knowledge and understanding, skills and attitudes needed to lead healthy, active and rewarding lives.

In 2007 the APC launched the Telstra Paralympic Education Program (EP). Telstra are a sponsor of the APC and were given naming rights to the program as a part of their sponsorship package but have no involvement in its operation. It is also supported by the Australian Sports Commission.

The aim of the program is to raise awareness among primary school students of Paralympic sport, athletes and values. One of the APC's goals was to engage 1,500 schools by the start of the Beijing Games. This was achieved, with 1,816 primary schools (22% of Australia's total) signed up and those schools reporting that 282,975 children were involved in the program.

The program was promoted to schools through a mass mail-out of flyers to all Australian primary schools, print advertising in national and state education publications, fax, education trade shows and direct emails to schools. By far the most successful method was direct email, accounting for 49% of registrations. (Paralympic education program, 2009)

The EP website was upgraded and relaunched in May 2008. During the 12 month period around Olympic Games reporting period the total number of visits to the site leaped from 1,464 in the previous reporting period to 28,747. Visitors peaked during the Paralympic Games with 13,778 visitors during the Games period.

The Athlete Correspondence Program continued, although it was difficult to involve athletes in the lead up to the Beijing Games.

A 'roadshow' event was conducted in metropolitan Brisbane, with more than 2,000 students in 10 schools visited by members of the EP team, Queensland Sporting Wheelies staff and Paralympic athletes over one week in August 2008. Students met Paralympians and participated in three Paralympic sports - wheelchair basketball, sitting volleyball and goalball. The week was a huge success and received good media coverage, including segments on children's television program Channel Ten's 'TCN' and Channel Nine's 'The Shak'.

Currently, EP is in the process of further developing the program by upgrading the website. Australian paralympic commitee is also investigating the possibility of developing a secondary curriculum before the London Games in 2012.

(Paralympic education program, 2009)

APC(Australian Paralypic Comitee) Mission Statement

The International Paralympic Committee vision "to enable Paralympic athletes to achieve sporting excellence and inspire and excite the world" is, through mandate, the APC vision.

APC Goals

1. Be the best - in sport, governance and management and to be recognized as such by domestic and international authorities;
2. Double our size - of the Paralympic team, sub-elite and talented athlete base who are competing within Australia;
3. Increase Paralympic awareness - to have a 20% market awareness throughout Australia;
4. Increase Organizational revenues - through expansion of Government support (Australian and State/Territory), corporate sponsorship and public fundraising revenue.

(Paralympic education program, 2009)

EP in the classroom

The main component of the Telstra Paralympics Education Program is the teaching resource. This is a series of activities and lesson plans that cover a wide range of key learning areas including:

- English
- Maths
- Studies of Society & Environment / Human Society and its Environment
- Creative Arts
- Music
- Personal Development/Health/Physical Education or Health and Wellbeing

Set No *Limits* has been designed to create awareness and understanding of athletes with a disability and to generate in young Australians an interest in, and commitment to, one of the most exciting sporting events to occur in their lifetime - the Sydney 2000 Paralympic Games.

Paralympians provide excellent role models because they have faced enormous personal difficulty and, on a daily basis, continue to persevere and excel in their endeavour to qualify and represent Australia at national and international sporting events.

In order to maximize the potential benefit of the Sydney 2000 Paraiympic Games, it is suggested that schools adopt the major theme, Set No *Limits,* in personal development programs. Students can learn from the achievements of Paralympians and, thereby, focus on their own performance and determine to achieve in all areas of their lives.This resource is suitable for students in Years 3-10 throughout Australia and includes Learning Outcomes drawn from the National Profiles across levels three to eight.

Developed by a team of expert teachers for classroom use, Set No *Limits* provides a range of interesting and challenging tasks to motivate students. It is suggested that, each year, students be introduced to themes, which focus on elite athletes with a disability. This would be especially appropriate in Paralympic Week, the first week of March. In addition to Paralympic Week, units of work may be completed as separate activities at any time during the year.

Section A: Mind Body Spirit is an integrated unit of work suitable for middle and upper primary students with extension activities in Section B for students with particular talents or interests.

Section B: Power and Performance offers units of work suitable for secondary students although materials may be taken from Section A for lower secondary classes.

The units may be used in a number of different ways and alternative teaching approaches include:

•	choosing suitable activities and incorporating them into a weekly personal development, health and physical education program

•	devising an independent study contract whereby the teacher and student select a group of activities and a suitable time period for research to be completed

•	incorporating appropriate activities within this kit into the school peer support program, with an emphasis on personalizing the concepts in the unit.

In addition, the kit provides fact sheets, a video, and posters, which outline the vision and history of the Paralympic movement and the sports in which our athletes will compete.

Make a LEAP

LEAP stands for Link Elite Australian Paralympians. The Sydney Paralympic Organising Committee will endeavour to link a Paralympian or team with school. Athletes will then correspond with schools so students are kept up-to-date about training and championship events. An athlete may also be available to address class groups or school assemblies, subject to the dates for their competitions.

(Paralympic education program, 2009)

Through learning about disabilities, it is hoped that students will gain an understanding to:

- Respect the right of others who hold different values and attitudes from their own
- Increasingly accept responsibility for personal and community health
- Understand the needs of people with special needs and support them
- Understand the value of personal achievements and celebrate them appropriately
- Use a variety of ways to communicate with and within groups
- Identify influences that affect participation in physical activity
- Gain knowledge about disabilities, sport and the fundamentals of the Paralympic movement.

Delivery Methods

Students will learn more effectively if they are active in the learning process and have an opportunity to apply their knowledge.

-Students learn best when they take an active part in the learning process. In order to let students find their own solutions, the teacher's role will involve giving advice, guidance and encouragement, and less talking.

-Participation is a good way to involve a number of the senses. By involving the group in listening, questioning, interacting, doing and discovering, you will be providing a more effective learning environment appealing to a variety of senses and accommodating different learning style preferences.

-Participation helps to keep the interest and attention levels high. Activity keeps inappropriate behavior and boredom out of the classroom.

-Participation ensures that students have some control over the direction of learning by bringing their own experiences and concerns into the lesson. Group activities also free up the teacher to move around and provide individual attention. Group work, especially small group work, is a good way to encourage shy students.

(Paralympic education program, 2009)

4.8.2 Czech Republic

4.8.2.1 Paralympic School Day program

Origin

(International Paralympic Committee, 2009)

Education programs in conjunction with the Paralympic Games have already been implemented in the past. However, the development of these programs and their educational material is recent and under the responsibility of each Organizing Committee for the Paralympic Games. Following these initiatives, the General Assembly of the IPC decided in 2004 to create the Education Committee of the IPC. It has the task of coordinating the educational activities of the IPC:

-Developing a strategic plan of the Education Committee in the long term;
-Establishing guidelines for all educational activities of the IPC;
-Developing and coordinating educational activities;
-Initiating and coordinating the creation of educational material Paralympic;
- Promoting educational activities through partners, institutions and individuals in the field of education.

The purpose of the educational activities of the Paralympic Movement is to create and promote activities to children and adolescents to become aware of their own values and attitudes towards people with disabilities and to motivate them to live together in harmony.

The main objectives are to:

- Develop positive attitudes towards people with disabilities;

- Get them to understand the right of everyone to participate fully in society;

- The light on the ideas and values of the Paralympic Movement;

- Develop and expand the network of the Education Committee (Universities, experts, National Paralympic Committees, etc.).

- Encourage the creation of educational materials and resources in different languages and different forms.

(International Paralympic Committee, 2009)

This kind of programs had been created and implemented for people with physical disability. With the fact, that INAS-FID had again become a member of IPC had arisen many interesting questions, regarding the creation of programs and organizations that help to change the attitudes towards people with intellectual disabilities.

Paralympic School Day program is the result of the Education Committee.

Project History

The Paralympic School Day (PSD) is a two-year project coordinated by the European Paralympic Committee. The PSD is a program of active outreach and education involving a range of activities mainly organized sports in a pleasant and fun. Taking place in primary schools and secondary schools, it aims to get children to adopt positive attitudes to Paralympic sports, individual differences and disability issues.

In 2004, the project took place in six countries of the European Union: Belgium, Czech Republic, Germany, Greece, Lithuania and Sweden. The pilot project involved the creation of educational materials to organize and implement a program PSD. The DSP kit (manual and DVD) is the result. It provides information and educational tools on this program and the missions of the Paralympic Movement, which aims to improve the lives of people with disabilities, particularly through a more inclusive society. Note that the initial project, completed in late 2006, allowed the organization of 35 PSD in six EU countries. This has involved over 5000 students. This program is ambitious and has a global target.

(International Paralympic Committee, 2009)

The principle of the PSD

Paralympic School Day program based on the belief that, before being influenced by the society around them, young children have no a-priori. For them, the "handicap" with the negative connotation that is often worn by adult society does not exist, only the capacity account. However, they grow up in an environment that influences them from the very beginning of their lives and they quickly adopt the attitudes of those that surround them. Thus, it is interesting and relevant to promote healthy values, attitudes, just to provoke awareness and acceptance of differences in childhood. The school would be the ideal environment for laying the foundations for a better world. Children are the future actors of the society and the skills they gain are crucial for the development and improvement of the society in general.

Improved attitudes of the society towards people with disabilities necessarily involve the adoption of the concept of inclusion and is supported by the education and awareness of children. The International Paralympic Committee (IPC) is convinced that sport is the most effective way to reach people, their perceptions, and the rights of persons with disabilities. The focus on the dimensions of fun, fair play and team spirit, starts from the premise that sport and physical activities lay the foundation for peaceful coexistence and respect. The sport would develop positive attitudes and skills and prepare for a social life. The Paralympic School Day program adopted the concept of active outreach in schools mostly with able-bodied children and primarily uses Physical Education (PE) and Paralympic Sports. The goal is to create a new mindset among students and positive attitudes, both towards people with disabilities as appropriate by comparing the sport to children "Paralympic experience."
(International Paralympic Committee, 2009)

Features of a PSD

The program is aimed at learning about individuals with disabilities an inclusive education on attitudes, the development of social skills and promote the Paralympic values: solidarity, respect, tolerance and the discovery of the Sports and Paralympic adapted physical activities.

The implementation of a PSD gives way to creativity. However, certain guidelines must be considered. PSD includes a combination of activities centered around the four key-values based on the vision and mission of the International Paralympic Committee (IPC). The theoretical background of the PSD was established by three experts. They

compared and combined different ideas to lay the foundation upon which to build the project. Four major lines emerged. The implementation during the pilot project that lasted two years have shown that incorporating into the organization of the PSD activities from these four values provided

a balanced program:

1 / Respect for athletic performance
- Be aware of different sports and their adaptations.
- Acquire knowledge on the classification of sports and disability.
- To experience a meeting with top athletes with disabilities.
2 / Respect and tolerance for individual differences
- Be aware of individual differences.
- Acquire knowledge about people with disabilities.
- To experience the difference.
3 / Sport, human rights
- Recognize that people with disabilities have the right to practice sports.
- Acquire knowledge on how to practice physical education inclusive.
- To experience the accessibility and inaccessibility.
- To experience a positive attitude towards the participation of people with disabilities in sport.
4 / Power of socialization and accountability of the sport
- To experience success and failure (and associated emotions).
- Acquire knowledge to use appropriate means of adaptation.
- Discover and experience the stories of athletes with disabilities.
(International Paralympic Committee, 2009)

PSD in the Czech Republic

The APA Centrum is an association born of a project of the European Union under the responsibility of the Department of Adapted Physical Activity Palacky University in Olomouc. It aims to develop and improve the inclusion of children with disabilities in physical education (PE) standards in schools. The APA Centrum has received a major grant from the ESF (European structural funds) and a budget allocated by the Czech Republic. The total amount is 3 million and 400 thousand Czech crowns (about 136 000

Euros). The money raised was used to purchase equipment such as wheelchairs for wheelchair basketball, hanbikes, mono- and bi-skies, and other various equipment and material. The first project ended in June 2008. Following this period, the APA Centrum continues in organizing PSD plus other inclusive interventional programs, concentrating on different aspects of inclusion and disability sport-awareness rising.

A dozen students are required to operate one-day PSD. Each takes a specific role. A student participating in Centrum APA is responsible for the organization of each PSD. She made contact with schools, giving roles to each student and ensures the smooth running of the day. Another student is responsible for recovering and transporting the equipment to the school, which takes place on the PSD.

All other roles are changing as implemented. On average two or three students are responsible for a session of one sport and one is needed for video projectors (often accompanied by a disabled athlete). (personal experience)

4.8.2.2 Other programs

There is a variety of other programs, dealing with inclusion and way that can make inclusion easier and possible for all.
Anyhow, these programs concentrate on the topic of inclusion, it has to be said, that their biggest concern lays in the education in general. Creating the inclusive environment in the whole school and in all different classes and subjects.

Even though my work aims the sports part, it necessary to mention them, because they seem to be the only on-site, real-time programs dealing with inclusion.

One of two very interesting is the Center for supporting inclusion-CPIV. And it's program of the same name. (CPIV, 2011)

The project focuses on verifying and setting conditions for inclusive education in primary schools in the country. In selected locations (9) in the CR will be set up support centers for inclusive education, which will cover all the region. CPIV will be at selected schools in the region in cooperation with the management of these schools to create conditions for ensuring the distribution of education according to them, and the ability pupils will be set up and follow the rules of equality in access to education, particularly for pupils with the need for supportive measures.

Through mapping the current state of implementation inclusion in schools will create a plan for further education of pedagogical staff of schools, map methodical readiness, school facilities, including the role of instrument teaching assistants, working with school support system, to participate in the process of social rehabilitation, to provide mentoring her permission. CPIV workers will network services provider, to provide support service, including assistance to schools in the area of project support.

Description of target groups:
1. teaching staff of kindergartens and primary schools, primary and special schools, practical,   high schools and vocational schools, school counseling facilities,
2. mentation of the kindergartens, preparatory classes TS, secondary vocational schools, vocational schools,
3. staff educational care centers,
4. staff of educational institutions for further education,
5. NGO workers,
6. professional associations working in education (APU, ARS, FPAP, ASPC).

The greatest attention is given to elementary schools (including preparatory classes, elementary school special and practical). Attention is paid to all regional actors involved in education so as to create a cooperative net work in each region. It's expected that each year arise 10 supported schools in each region, that will serve as examples of good practice in inclusive education.

In the course of the project, cooperation will be held with a number of subjects from the target group, of which: at least 270 primary schools including kindergartens, ZPS, ZŠS create a school support program, also will be provided a methodological support and counseling, consultation and education, support service managers and staff of schools and school facilities (200), and other workers organizations in the field of education. (CPIV, 2011)

Another range of programs arose from the incentive of the APA Centrum, based under the Department of Adapted Physical Activities, Palacky University, Olomouc and funded from European Union structural funds.

Various programs from which, the most interesting is the area of inclusion, which is systematically studied by Prof. Kudlacek. He spread his interest in four main areas with general title:

Integration in school physical education (with emphasis on integrating students with disabilities)

1)Integration from the perspective of teachers P.E. (their readiness, problems faced, the possibility of help)

2)Integration from the perspective of students (their experience of integration, their needs)

3)Attitudes to integration by teachers

Socialization into sport persons with disabilities

Why and how people with disabilities participate in sport

Who brings people with disabilities for individual sports

The importance of participation in sports for persons with disabilities

What are the careers of athletes with disabilities

4)Methodological aspects of sport for persons with disabilities

Creating methodological materials for various sports for persons with disability (example: "Training and Development in sledge hockey", "Rugby in a wheelchair: a sport for people with severe disabilities", "Boccia: How to do it?"

Work on the sports organization for people with disability

Outdoor activities for people with special needs

Leisure activities for segregated groups of people with disabilities, Integrated courses (camps, courses, etc. OB) for people with disabilities.

And here are some other projects of the APA Center:

Preparation for Physical Education of Persons with Disabilities (2011-2013)

The project aims to improve the quality of higher education by strengthening the skills of teachers in the area of P.E., sport and recreation of persons with special educational needs. It is about creating and innovating subjects additional teaching skills of university students in the educational program, P.E. and sports and related fields, and innovative studies focused on
the area of applied physical activities.

Specially Advisory Centre of Applied physical activities (2010-2012)

The project aims to improve equal opportunities for children and pupils, including children, pupils and students with special educational needs (SEN pupils). It continues the

project of the Centre to promote the integration and extending the system of advisory services to the whole range of pupils with SEN and their parents. It improves the status of professional and civic competencies of teaching staff. All in order to improve the situation in the educational process and preventing social exclusion pupils with SEN.

Stimulation of the professional potential of educational workers in the Olomouc Region (2010-2012)

The project is within the further education of teachers to offer educational staff accommodation facilities of schools, youth in homes, in children's homes, boarding facilities and care centers in the Olomouc region school curriculum, expanding their professional competence. The content of the educational program of the activities associated with the movement, suitable for inclusion in plans for educational, cultural and sports activities in the context of the age peculiarities of pupils and students.

Support Center Integration (2009-2012)

The project aims to improve equal opportunities for children and pupils, including children, pupils and students with special educational needs. He wants to create and develop a system of advisory services (through the Center support integration) provided the whole spectrum of children, pupils and students with special educational needs.

The main project activities are:

1. Creating the conditions for inclusion of pupils with special educational needs into mainstream education, including the creation of individual education plans for physical education.

2. Support for informal education to improve skills of teachers to remove barriers to equal access to education for all individuals.

3. Improving education system employees of nongovernmental organizations, and leisure centers Applications training module.

4. Creation of methodological materials that will be implemented to serve the types of training teachers.

5. Implementation of one-day training sessions in order to change attitudes to physical activity and persons with special needs.

Promoting the attractiveness of the new field of study Applied physical activity (2010-2012)

Focus of the project is to create good conditions for effectively promoting bachelor's degree in Applied Physical Activity at FTK UP Olomouc in full-time and combined form. When the benefits of study in the pedagogical, organizational and technical graduates will be able to organize, and manage content to fill the locomotor activity in leisure-time character of people with physical handicaps.

Continuing education program for primary school teachers educating students with disabilities (2009-2012)

The aim of follow-up project in the continuing education of teachers offering teachers an accredited educational program, region, place it in their professional work. The educational program is in line with the Framework educational program focused on the area of Human and Health and the application of crosscutting themes in the field of education in primary schools, which educate students with learning disabilities.

Support for the integration of children with disabilities in school physical education through the "Centre of physical activities" (2006-2008)

The aim of this project was to improve conditions for pupils with special educational needs. The project was primarily focused on addressing the integration of pupils with disabilities in school physical education. The aim was to improve the current situation and preparing the conditions for integration. The project was the training of teachers, the issue of methodological materials to promote integration, cooperation with special educational centers and the organization of the Paralympic School Day, in which they were pupils, students and teachers familiar with the issues of life and sports persons with disabilities. This project was supported by the ESF and the Ministry of Education of the Czech Republic. As part of this project were trained 1902 primary school pupils (those in initial training) who were enrolled in a program called the Paralympic School Day. In the training of teachers were trained 205 teachers. Cooperation was established with six primary schools in which are taught individually integrated pupils with physical disabilities.

Training teachers in the leisure time of people with special needs (2006-2008)

The aim of this project was within the existing program of study Physical Education and Sport at the Faculty of Physical Culture, Palacký University and Faculty of Sports Studies in Brno, and design study module, whose graduates would be able to organize content and manage activities to meet the character of movement of persons with special leisure needs. The focus of the project consisted of construction of the learning module, which is based on the announced results of the analysis. The project was to develop Curriculum Study module, with the working title motopedagogika according to the criteria the Bologna agreement. This project was supported by the ESF and the Ministry of Education of the Czech Republic.

Continuing education program for primary school teachers educating students with mild mental impairment in people and health (2006-2008)

The aim of this project were: (a) identify the needs of teachers of primary schools, which educate students with mild mental disabilities, educational and health areas, Man and application of cross-cutting themes in the educational field, (b) to analyze the experience of pilot primary school teachers with the development of school education educational programs in these areas, and (c) carry out workshops in each of the sites catchment northern and central Moravia diagnosed according to the needs of teachers and the teachers of pilot schools, supplemented by methodological materials. The ESF and the Ministry of Education of the Czech Republic supported this project. (Centrum APA, 2011)

4.8.3 Brief summary

The "effect" of the programs is compared further in this paper. By summarizing the theoretical overview, we can see the differences in structure and funding. Even though it seems that the Australian projects have better structure and are well planned, the reality is different. It's very rare that the project run in their planned structure. Usually it's a problem of money or time, or human resources in terms of teachers or volunteers. In reality it seems that the Australian programs are too complicated and have inadequate number of stages to complete, which makes them very difficult to complete. Considering the fact, that more government bodies take part in this project it is easy to witness a situation where one body does half of the project and since their communication is not very effective, the other

part remains undone. Furthermore, there is no feedback done. Unlike the PSD. Short, simple and effectiveness (relative)-effect on attitudes is measured by questionnaires. It is organized by one organization, and performed and evaluated by the same one. This is the BIG advantage.

5 Theoretical background

Sherril (1998) established that : "The key to changing behaviors toward people who are different is attitudes. This is the essence of APA, integration, and inclusion."

5.1 Attitudes towards disability

5.1.1 Australia

(Disability Services Australia, 2009)

For much of the 20th Century people with disabilities were separated from society or unable to access services because of their particular disability. It was during the 1970's in Australia and in the 1990´s in the Czech Republic that attitudes towards people with disabilities began to change. The United Nations and the theories of Normalization and Social Role Valorization played an important role in changing attitudes. As a result, the State and Commonwealth Governments passed legislation to improve the quality of life for people with disabilities, unfortunately only in Australia. The Czech Republic stood behind for nearly another 20 years.

United Nations

It was the United Nations that played an important role in changing people's attitudes towards people with a disability.

It began in 1946 when it produced its Universal Declaration of Human Rights. This was followed by:
• Declaration on the rights of Mentally Retarded Persons(1971)
• Declaration of Rights of Disabled Persons (1974)
• International Year of Disabled Persons (1981)
• Decade of Disabled Persons (1983-1992)
• United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)

(Disability Services Australia, 2009)

Standard Rules

The United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities has a section on the 'fundamental concepts of disability' that state:

The term 'equalization of opportunities' means the process through which the various systems of society and the environment, such as services, activities, information and documentation, are made available to all, particularly to persons with disabilities.

The principle of equal rights implies that the needs of each and every individual are of equal importance, that those needs must be made the basis for the planning of societies and that all resources must be employed in such a way as to ensure that every individual has equal opportunity for participation.

Persons with disabilities are members of society and have the right to remain within their local communities. They should receive the support they need within the ordinary structures of education, health, employment and social services.

Standard Rules on the Equalization of Opportunities for Persons with Disabilities

These actions have helped raise the level of awareness about the rights of people with disabilities in Australia and throughout the world.

The specific of the Czech Republic´s political approach caused the rigidity of law and persistence of acts and notices from 1970´s where the only specification of the person with a disability was the one regarding the disability pension and the society „off-line" status, which apparently led the society to the state of unconcern and disregard.

(Disability Services Australia, 2009)

Normalization and Social Role Valorization

The theory of Normalization was developed by Neils Bank-Mikkelsen in Denmark and Bengt Nirje in Sweden during the 1960's and 1970's. Bengt Nirje is usually credited with the first definition of normalization.

The normalization principle means making available to all mentally retarded people patterns of life and conditions of everyday living which are as close as possible to the regular circumstances and ways of life or society. (Bengt Nirjie, 1982)

Bank-Mikkelsen and Nirje's theory of normalization was based on a general human rights framework with the aim of achieving 'normal' living conditions for people with intellectual disabilities.

Normalization involves the acceptance of people with disabilities, with their disabilities, offering them the same conditions as are offered to other citizens. It involves…the normal conditions of life – housing, schooling, employment, exercise, recreation and freedom of choice.(Bank-Mikkelsen, 1976)

Wolf Wolfensberger saw the potential of the theory and developed it during the 1970's & 1980's and called it Social Role Valorization. He suggested that some groups, including people with disabilities who differ in any way from societal expectations or desirability are devalued by society and as a result are badly treated. His theory suggests that by building a positive image for devalued groups and their members and building up their competence in roles that society values i.e. worker, partner, parent etc will overcome that devaluing and increase their rights and opportunities. Wolfensberger suggests that human service providers should build a positive image and help build the skills and competence of their clients.

Could we possibly create this kind of image by organizing sports and cultural events where both people with and without disability (who can be called a person without disability?) take part and cooperate to achieve a self-fulfilling goal?

(Disability Services Australia, 2009)

State and Commonwealth Governments

The theories of Normalization and Social Role Valorization have had a significant effect on the way services for people with disabilities have been structured throughout the UK, Europe, North America and Australia.

The early 1980's saw a shift in emphasis in Disability Services by both State and Commonwealth Governments, from a financial focus, to service quality. Wolfenberger and Normalization theory had a significant effect on government policy, and influenced changes…and the development of new Commonwealth legislation. (Turnbull, 1998, p6).

In the early 1980's the Commonwealth Government began a review of services for people with disabilities, which led to the Disability Services Act 1986. The Act enabled people with disabilities to be included into the community in terms of housing, education, employment, accessibility to services and equal opportunities.

The State and Commonwealth Governments also passed important anti-discrimination and equal opportunity legislation during the 1980's and 1990's. This legislation has produced positive changes and real improvements in the quality of life for people with disabilities. (Disability Services Australia, 2009)

I really don´t think that this kind of influence can be somehow registered in the Czech policy and legislation

Attitudes toward disability

Attitudes are an aspect social construction and this means: a) people construct the meanings of disability and the inclusion; b) meanings vary by time, geography and specific theory (Sherill, 1998). Attitudes towards people with different abilities are highly affected by social, physical and experimental factors. These attitudes might develop from past experience or arise from current ideas or beliefs (Kasser & Lytle, 2005). One of the biggest problems in the life of a people with disabilities when trying to access mainstream programs is negative attitudes. These attitudes lead to marginalization of disabled people and social exclusion. Individuals with disability are very often viewed helpless, dependent and as a tragic victim. Culture plays very important role in the way we relate to people with disabilities.

Changing attitudes does not happen spontaneously or automatically. It is a complex process, which involves moving in a series of stages from one set of attitudes to another (Office of the Deputy President, 1997). Often people with disability are perceived as different, we can use the term leading to stigmatization. Stigmatization is the unjust treatment of individuals who are perceived as different, commonly caused by fear of individuals who are different from oneself. Other causes would be equating individual difference as being inferior and the belief that a person doesn't deserve the same respect and acceptance as others. It arises from a lack of knowledge about person or groups (McMurray, 2003). (Disability Services Australia, 2009)

5.1.2 Czech Republic
Note: more than 4 % of the total population of the Czech Republic is handicapped people.

Under the totalitarian system, handicapped people were strictly separated in pre-schools, special schools, supported schools, residential houses etc. It seemed as if disabled people didn't exist in our society. It was one of the policies of the former government.

Since the Velvet Revolution, there have been many changes in our society. It also changed attitudes towards people with disabilities. We started to talk about disabled people more: about their problems, their integration into society, e.g. buildings that have to be accessible for wheelchair users. Now we see disabled people on the streets, at work with able-bodied people and now we have magazines and special P.E. programs for people with disabilities (the deaf, wheelchair users...).

Since handicapped people were separated from the others for a long time, people's attitude towards them varies: from refusing them and willing to separate them again to accept them as a part of our society. The main reason why people don't want to see disabled people as a part of society is that they think that there is „something wrong" with a person who is in wheelchair or who is blind. That is due to lack of information. There is absence of education programs coming from the government or from the association for the disabled, which can explain to ordinary people that disabled people are not so different, that they are the same as we are with the same rights and duties, they are part of our society. On the other hand some schools are starting programs for their students on how to help disabled people and how to relate with them and how we should behave towards disabled people. Some other schools have relationships with special schools and they organize joined sport competitions. This is one of the ways of how to educate the people.

Support of families and people with disabilities

A family with a disabled child receives financial support from the government on the condition that the child lives at home and not in a centre for disabled children. Rules about employment are: the employer who employs a disabled person will receive special financial support from the government. Disabled people can work if their health allows them to work. Disabled people receive financial support (pension) from the government according to the degree of their disability.

5.1.3 Brief summary

The only one and yet the biggest difference was cause by the communist government policy in Czechoslovakia in the second part of 20th century. Marginalizing the

individuals with disability soused the fact, that the society afterwards didn't know how to act and how to react with the disabled and this „xenophobia" cause many misinterpretations of behaving and many wrong decisions regarding the individuals with disability. The process in Australia was slow and somehow natural. But only to the point of attitudes towards the Indigenous aboriginal people. Dark part of Australia' s history as well.

5.2 Attitudes in general

The theory of reasoned action of Fishbein and Ajzen (1975) considers that the weighted sum of attitudes toward a behavior leads to a behavioral intention that leads to the behavior itself. The reason I am interested in building and changing attitudes is that they induce behavior. So if you want to change a behavior towards disability, you have to look at the process of building attitudes.

A cognitive element is all that can become an object of knowledge in the individual: attitudes, opinions or beliefs on the environment, oneself or one's own behavior, sanctions, sensations of pain, etc.. of all cognitions is resulting in attitudes. They have a multidimensional format and are conceptualized as:
- Beliefs and opinions of a person about an object, action or individual (cognitive component),
-The feelings of a person about the object, action or individual (affective component),
-Trends to act towards the object, action or individual (conative component).

On the other hand, it is only a attitude. Who can be sure, that one will act the same in reality? For example, let´s say, that You´ve passed 4 first-aid courses and You´re pretty sure, what to do when You´ll witness a car accident. Then it happens, You´re there with all your skill and knowledge numb with stress and fear.

Note that most studies on the evolution of attitudes separate results for women and men. Both sexes do not react the same way regardless of the situations. Early in life, girls and boys are treated differently by those around them. They soon learn the difference between the sexes and stereotypes associated with them. Children learn to behave according to the expectations of parents, society, different tasks assigned to children boys and girls, beliefs, values, attitudes and examples provided by the company. This defines a process of differentiation and gender socialization that continues throughout life.

Different theories on the process of changing attitudes have developed. They belong to the field of psychology. We can especially mention the theory of reasoned action of Fishbein and Ajzen (1975), the theory of planned behavior (extension of the latter) of Ajzen (1985) or the theory of cognitive dissonance of Festinger (1957). All these theories involve the concept of homeostasis, that is to say the freedom of living things to maintain or restore some psychological or physiological constants regardless of changes in the external environment. These theories agree on the principle of coherence as a mechanism for organizing the first: the individual is more satisfied with the consistency then with the inconsistency.

The theory of cognitive dissonance

In the 50's, many theories on the structure, development and change of attitudes have flourished. Festinger in 1957 introduced the concept of cognitive dissonance. This theory is one of the largest social psychology. It generated hundreds of studies and extrapolations on the attitudes, behaviors and human beliefs, the internalization of values, motivations and consequences of decision-making, interpersonal disputes, persuasion and other psychological phenomena. This is partly due to the very general and abstract of this theory that makes it easy to handle.

Leon Festinger(1957) defines cognitive dissonance as "an unpleasant state of tension due to the simultaneous presence of two cognitions (beliefs, opinions, behavior) psychologically inconsistent.

The basic premise is the fact that individuals strive to eliminate contradictory thoughts or behaviors that are present in them. This theory considers whether two elements of cognition are related or not. Two cognitions are consonant is (or consistent) or dissonant (inconsistent). They are called consonant if one leads or supports the other. Conversely, two dissonant cognitions are said to result, if one supports the opposite of the other or if one cognition follows from the opposite of another. An example of a relationship may be sounding: "I think the inclusion of students with disabilities in a class requires some knowledge and skills" with "I know I have knowledge and skills to teach a student with disabilities in my class. " On the contrary, such a relationship is dissonance: "I know I have to teach a student with disabilities in my class" with "I'm not trained to teach a student with disabilities in my class. "

The basic assumption of this theory is that dissonance produces tension in the subject that inspires them to change. The existence of dissonance immerses the subject in an uncomfortable state that inspires them to reduce this tension. The dissonance is more intense and causes more psychological discomfort the stronger the pressure to reduce the imbalance is. However, too much cognitive dissonance can also generate a defensive reaction and strengthen pre-existing cognitive elements.

Under what circumstances dissonance occur? There are different situations in which dissonance is almost inevitable.

a / Direct contact with a situation: an entirely new situation is likely to introduce some new elements of dissonant cognitions with those pre-exist. Ex: the discovery of Paralympic sports with people with disabilities.

b / Change in a situation the same way, a change in circumstances can lead elements of cognition until consonant will become dissonant. Ex: the arrival of a new student with disability in the classroom.

c / Communication: communication with others is likely to introduce new elements that are dissonant with those of the subject. Ex: Videos and stories of Paralympic athletes to prove that people with disabilities are able to play sports and succeed.

d / The simultaneous existence of different cognitions from which some are consonant and some dissonant : in the general case, a cognition is linked to several others, some of them are consonants and other dissonant.

To restore consonance, the subject can act in different ways. It can:

a / cognitive change so that it is consonant with the situation. This is the basic principle of learning or adaptation in the theory of Festinger. Ex: After personal experience with a person with a disability, an individual can change his beliefs, opinions and attitudes that came from prior unfounded prejudices.

b / change the situation so that it is consonant with the cognition. A subject can act on the environment to bring in a state where cognition is consonant with the new situation. Ex: A new entrepreneur that invested in the inclusion of persons with disabilities can arrange the workplace to make it more accessible (elevator, restrooms, parking, etc.).

c / or add new cognitions, which moderates dissonance, or justify the behavior: in fact, the dissonance between cognitions is rarely isolated, but involves cognitive sets. The intensity of dissonance (its "magnitude", according to Festinger, 1957) is equivalent to the ratio

between the weighted dissonant and consonant elements. By searching or by forging consonant cognitions we can reverse this ratio and thus reduce the importance of dissonance. The reduction of dissonance is by changing the less resistant cognition.

To Festinger (1957), an individual has two major sources of information: its own experience and communication with others. The impact of direct experience is greater because it has a strong cognitive pressure to comply. Communication, for its part can be seen as a source of vicarious experience. The intensity of the impact of communications depends on the relationship between those communicating. This relationship can be analyzed in terms of roles, trust or reputation, attraction or passivity. The more this relationship is stronger and more communication will impact on cognition of subjects. Often, these two sources, direct and indirect, are used simultaneously: it is also the principle of the interventional programs.

Experiential learning

The interventional programs are also based on a different paradigm: experiential learning. David Kolb (1984) is the author of the learning cycle that bears his name. This cycle embodies the theoretical foundations of experiential learning. D. Kolb says that learning is more effective and powerful when it is based on personal experience and especially if followed by a reflection on the experience (debriefing). From a holistic perspective, he describes this form of learning by using four action verbs: think, feel, perceive and behave.

1 / concrete experience (the activity is undertaken)
2 / reflective observation / debriefing (discussion on the processes involved in the activity)
3 / abstract conceptualization (we identify areas where skills are lacking or are poorly or not practiced at this time)
4 / active experimentation (the next activity is undertaken to apply the learning points identified)

Experiential learning is inductive and student-centered during activities. Two elements are essential to the effectiveness of experiential learning: personal reflection on experience and its application to other contexts. This is an effective strategy to significantly increase the ability to understand and remember. Students are generally more motivated when they experiment and, better yet, teach each other when describing what they did and how they felt.

The program of the Paralympic School Day, Telstra paralympic Education and Sports Ability program relays on the concept of cognitive dissonance and uses the advantage of experiential learning. The use of these models aims to put children in optimal conditions of changing attitudes towards disability.

Physical educators need to understand the major theories that guide attitude change and apply these theories in everyday teaching. The success of inclusion depends to a great degree, on quality of regular physical education programs and the extent to meet individual differences (Sherrill, 1998). One of the benefits that is supposed to accrue through inclusion of students with disabilities into regular physical education programs is positive attitude changes by non-disabled students (Block & Vogler, 1994; Sherrill, Heikinaro-Johansson & Slininger, 1994).

Does changing attitudes and approaches in physical education necessarily mean lowering the level of demands on the pupils?

6 Research methods

6.1 Participants

The Sports Ability Program took place in secondary school in Brisbane, Queensland.

The group consisted of 15 boys and 11 girls, with a mean age of 12,48 and 12,59 years old respectively. Age ranges from 10 to 13 years old in both boys and girls. They had to fill in both questionnaires before and after the intervention.

The Paralympic School Day took place in various secondary schools in Czech Republic. The groups were in the same school grades in all schools and their mean age was also similar as well as the distribution of the gender.

They had to fill in both questionnaires before and after intervention. In both cases the scheduled plan for questionnaires was for pre-test one week before the event and for the post-test three weeks after.

6.2 Instruments

6.2.1 Material

The CAIPE, Children's Attitude Toward Integrated Physical Education is a learning tool created by Martin Block (1995), Professor and Program Director Master in Adapted Physical Education at the University of Virginia (USA). CAIPE test was created to assess attitudes of children in school standards to inclusion and children with disabilities integrated into physical education classes. As part of a study in the Czech Republic, the Czech version of this tool is used (CAIPE-CZ).

The test comes in the form of a text read by a teacher. Following this reading, 11 questions are asked of students. They deal with the attitudes they adopt in different situations. The children answer a questionnaire previously distributed around "yes," "probably yes", "probably not" or "no." Each response is scored.

Czech version of Children's Attitude Toward Integrated Physical Education-Revised
(CAIPE-CZ) instrument created by Martin Block (1995): One of the questionnaires used in this research was the CAIPE-R. The original version, designed by Martin Block (1995) was adapted for the Czech children. This inventory was designed to assess attitudes of

children in regular schools toward including children with disabilities in their physical education classes. To start with, the children get a description of a student with a disability, in this case physically impaired, read by the investigator. Afterwards 12 statements are made, 7 regarding including a child with disabilities in a regular physical education class and 5 regarding adaptations to a specific sport. The later are designed to measure the acceptance of modifications to a sport. Because the children in our research are still young, these sport specific statements were not used. Participants have to express their agreement or disagreement with the statements on a 4-point Likert scale (4 = yes, 3 = probably yes, 2 = probably no, 1 = no). The children had to fill in the questionnaire twice, once before and once after the intervention. The original form of CAIPE, the CAIPE-R has been used in Australia.

Adjective Checklist (Siperstein, 1980): The second instrument that was used, is the adjective checklist. It is based on the assumption that the choice of adjectives reverts opinions and feelings. Siperstein's Adjective Checklist was developed to assess children's judgments of the attributes of peers with disabilities. Thirty-four adjectives, seventeen positive and seventeen negative, are given. Children have to indicate which adjectives they associate with the child with an impairment. They can circle as many adjectives as they want. The total score is calculated by subtracting the number of negative adjective from the number of positive adjectives and adding a constant of 20. A summary score below 20 indicate a relatively negative attitude and a score above 20 is associated with a positive attitude.

6.2.2 Intervention
Sports Ability Program

Intervention used in this research in Australia was the Sports ability program. Form of intervention, that I had a chance to take part on was scheduled as a teachers training. 12 teachers sent by selected schools, met in one of this schools. Two tutors from Disability Support Services Unit plus one paralympian athlete, led the discussion and presentation about disability sports and dealing with the disabled pupils in class and especially in the P.E. . Teachers were given cards-How to include or How to adapt various activities, and also had a task. To answer and to try to handle and successfully include different students with disabilities-by reading short case studies, with brief description of the student. Afterwards they tried to apply different ways and approaches that will lead to successful

inclusion in P.E.. Next step was to create their own case study-about someone they know, or a case they wouldn't' t feel comfortable about to include. This started discussion a finished with solving each case differently and hopefully successfully. The next part was held in the gym. Various situations, various sports and ways how to adapt them. Discussing pros and cons of each adaption, with trying to settle general rules for each disability. That was the training itself.

The intervention was up to each of the teachers individually. What kind of sports or physical activity will he or she choose for the class. How much of what he or she have just learned can be handed over to the kids, and how much of his or hers personality will be added into this "message".

PSD

The intervention used in this research is the Paralympic School Day. This PSD took place in various schools in Czech Republic. Nevertheless, the timeline and the content were always very similar.

The day consisted of 4 main sessions with each 2 activities. The children were initiated in wheelchair and visually impairment mobility and after that, they could try wheelchair basketball, goalball, boccia, athletics and handbike. To get to know the Paralympics sports, a video was shown and a discussion was held about these sports and their adaptations. Session 1 is oriented to wheelchair users.

The first part consists of wheelchair mobility. The goal is to let the children experience being different and move around in a different way and become aware of problems with accessibility. During the session, children work in small groups and practice movements in a wheelchair. They try to move around in the school and carry out little assignments, like get to the toilet, wash handset. While doing these activities children are stimulated to find solutions for problems they are facing. The second part of the first session is wheelchair basketball. Now children learn how to use a wheelchair as sport equipment. They learn basic skills of the game and get to know specific adaptations, rules and classifications related to wheelchair basketball.

During the second session, children were confronted with the Paralympic sports. Videos about both Summer and Winter Games are shown to them. Afterwards they work in small groups and answer questions about what they saw in the videos and what they already know about the Paralympic Games and sports. This way the kids learn more about

the sports, specific adaptations, and rules related to these sports. In the other part of this session, a handbike athlete came to talk about his sport and his experience being an athlete. Children had the possibility to try the handbike and ask questions if they wanted. In the third session, attention is given to 2 specific sports: boccia and athletics. Through boccia, the children learn about athletes with cerebral palsy (CP) and gain respect for their athletic accomplishments. First, the rules and specific adaptations are explained and some athletes with CP give a demonstration of boccia. Then the children can experience the game by playing it against peers or the athletes.

As mentioned previously, the other sport offered was athletics. In this specific case, a shot-put athlete was present at the Paralympic School Day. She demonstrated how wheelchair users could compete in this discipline. After this demonstration, the children could also experience how it is to do shot put from a sitting position. Visual impairments are subject of the last session. The goal of this session is to learn to use different senses to compensate for the visual loss and to become aware of the problems people with visual impairments face daily. During this session, children experience how it is to b blind and what to do when guiding a person with a visual impairment. The next part of this session is goalball. Specific adaptations, rules and classification related to goalball are explained before the children will play a game. As mentioned before the aim of the PSD is to create awareness and understanding among elementary school children about people with different disabilities. This is done by letting the children experience the disabilities for themselves.

6.2.3 Statistics

To analyze the data, we used the SPSS statistical program. Both nonparametric and parametric statistics were carried out. The nonparametric test used, was the Wilcoxon Signed Ranks test. This test is designed to test a hypothesis about the location (median) of a population distribution. It often involves the use of matched pairs, for example, before and after data. Parametric test used in this research was ANOVA of repeated measures. The purpose of analysis of variance (ANOVA) is to test for significant differences between means by comparing variances.

7 Results

The results are divided into few sections.

The first part regarding the comparison of the general situation, the development of legislation and policy and education for individuals with disability.

The second part regarding the outcomes of Australian Sports Ability Program intervention.

Then the first sub-part shows the result on the CAIPE-R and the second sub-part shows results on the Siperstein's Adjective checklist.

In the third part, I focused on the comparison of the results of the intervention done in Australia and interventions done in the Czech Republic on effect of the Paralympic school day by other author in recent years, to see what type of program structure is more likely to positively affect the pupils' s attitudes towards inclusion and their attitudes toward individuals with disability in general.

The general overview on the situation, legislation, policy and education − similarities and differences

1. Methods and procedures
- Choose the parts of legislation that are and were important for the development of the situation of individuals with disability
-Followed by the literature research on this topic
-Choosing the crucial parts of legislation and development in the education area
-Followed by the documents analysis
-Contacting and meeting the responsible individuals from Australian government and Sports Commission
-Followed by the analysis of the documents obtained from them
-Literature review

Australia

1. Procedure

-contacting teacher from various schools included in the SAP program

-planning the dates and the schedule of questionnaires

-obtaining the parents, guardians and directors consent forms

-witnessing the teachers' s meeting and training

-the research

Questions numbered from 3 to 8 focus on the attitudes of secondary school children towards integration of student who uses wheelchair in physical education (PE)? Questions numbered from 9 to 13 focus on attitudes of secondary school children towards adaptations of rules in basketball for inclusion of student who uses wheelchair.

Results of the CAIPE-R questionnaire showed that 6 children have a family member or close friend with a disability and 2 children have previous experience with a student with a disability in their regular and physical education classes. 15 children are 'kind of competitive' , 5 are very competitive and 6 are found being not competitive. To analyze the data, the SPSS statistical program was used. The nonparametric test used, was the Wilcoxon Signed Ranks test.

To ensure that we can analyze all the participants in one group, a analysis of variance (ANOVA) was carried out. This analysis showed that there is no significant difference between and within groups for gender, family member with a disability, previous experience and competitive level.

In the case of an evaluation of the general questions part – questions 3 to 8 in Table 2, which focuses on student attitudes toward integration of individuals with disabilities into normal P.E., we can say that the results show a slight, statistically insignificant improvement, expressing the degree of agreement with certain activities, or man. The result of the general part before the SAP program is 16.92 and 17.01 after the completion of the SAP. The difference in results is not statistically significant (W = - 0.831, p = 0.392), but in each case reflects the positive effect on second-degree pupils' attitudes towards students with disabilities, when nine students were affected positively, 8 negatively and 9 did not change their attitudes.

Table 2 Results of questions 3 – 8 focusing on attitudes of secondary school children towards integration of student who uses wheelchair in physical education .

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
It would be OK having Peter come to my P.E. class	2.76	0.92	2.77	0.86
Because Peter cannot play sports very well, he would slow down the game for everyone.	2.21	0.98	2.34	0.74
If we were playing a team sport such as basketball, it would be OK having a Peter on my team.	2.33	0.97	2.4	0.78
P.E. would be fun if Peter was in my P.E. class.	2.79	0.87	3.0	0.85
If Peter were in my P.E. class, I would talk to him and be his friend.	3.43	0.76	3.3	0.84
If Peter were in my P.E. class, I would like to help him practice and play the games.	3.4	0.73	3.26	0.79

The evaluation of the second part, which is aimed at modifying the rules of basketball and in a way on their willingness to cooperate actively in the sport with his fellow student with a disability, speaks clearly in negative results. Prior to completing the SAP the value was 16,92 and after the completing of the SAP 15,94. Wilcoxon test demonstrated a statistically significant worsening of attitudes in this area (W =- 2.982, p = 0.028), where 16 students were affected adversely, 4 and 6 positively changed their views. Table 3.

Table 3 Results of questions 9 – 13 focusing on attitudes of secondary school children towards adaptations of rules in basketball for inclusion of student who uses wheelchair

	Pretest		Posttest	
	Mean	s.d.	Mean	s.d.
If you were playing basketball, would you be willing to make a pass to Peter?	3.5	0.81	3.36	0.77
It would be OK to allow Peter to shoot at a lower basket?	3.73	0.82	3.45	0.93
If you were playing basketball and Peter was in the keyhole would you allow him to stay longer (five seconds instead of three)?	3.48	0.93	3.31	0.99
It would be OK to allow Peter a free pass to a teammate (no one can steal the ball from Peter)?	2.51	1.08	2.34	1.03
If you were playing basketball and Peter took hold of the ball would you help him and co-operate so that he could make a basket (Peter is in your team)?	3.7	0.97	3.48	0.92

Scores in the Siperstein Adjective Checklist range from 16 to 29 on the pre-test and from 17 to 27 on the post-test. On the pre-test 10 of the participants had a negative score (19 or lower); 13 had a positive score (21 or higher) and 3 had a neutral score (20) of theirs attitude toward people with a disability. On the post-test, these scores changed to 11; 13 and 2 respectively. Mean scores were 21,95 (SD 4,48) on the pre-test and 21,24 (SD 4,19) on the post-test. Comparison between these scores with Wilcoxon Signed Ranks Test showed a positive change in attitude for 9 children and a negative one for 6 children. 11 children had no change in attitude after the intervention (table 4). The difference in mean scores between pre- and post-test is not statistically significant (W= 0,325, p=0,720) though we are able to see the slightly negative change in general.

Programs comparison

To see the outcomes and the relative effect of the interventional program is necessary to compare the results. Pre and post test. No statistical method has been carried out, since the testing sample in Australia was too small. Nevertheless, we can easily compare the sum of means in each case, see the difference, and try to explain the difference according to the program structure.

For this comparison I´ve decided to choose the theses of Xafopoulos (2009,CZ) that concentrated in his literature review generally on the topics of inclusion and its history, changing attitudes and paralympic movement, Podzimna(2007,CZ) that concentrated on integration, legislation, terminology of disability and Klimesova(2008,CZ) that put all her interest in the area of inclusion while describing the topics such as normalization, mainstreaming, inclusion vs. segregation, education system, teachers attitudes towards inclusion. Promoter of all these theses was Prof. Kudlacek from the department of Adapted Physical Activity, Palacky University, Olomouc, who´s interest is in the area of inclusion of the disabled into the mainstream education and sports. Therefore, the umbrella topic for them is a "attitudes of students/teachers towards the inclusion of the disabled pupils into mainstream education". All the researches took place in the primary and secondary schools in the Czech Republic.   All the shown numbers are the sum of means. The brief comparison is in the table 5.

Table 5

	Xafopoulos (2009)	Podzimna(2007)	Klimesova(2008)	Salava (2011)
Pre-test CAIPE-R Q3-8	16.25	17.08	16.02	16.92
Post-test CAIPE-R Q3-8	15.92	17.21	16.72	17.01
Pre-test CAIPE-R Q9-13	18.80	17.08	16.39	16.92
Post-test CAIPE-R Q9-13	18.83	15.97	15.95	15.94
Pre-test SACL	24	22.55	-	21.95
Post-test SACL	25.61	24.21	-	21.24

As we can see from the results, the most positive attitudes had at the beginning pupils from Podzimna's(2007,CZ) and Salava's(2011,AUS) research. Each result gave us at least the slight positive change it attitudes, though none of them was statistically insignificant, except of Xafopoulos' s(2009, CZ) that had slight, statistically insignificant(t= 1,16; p>0.05) negative change. The smallest change is visible in the results of Podzimna(2007,CZ) and Salava(2011,AUS) research both statistically insignificant(W=-0.818, p= 0.413; W=-0.831, p=0.392 respectively).

Regarding the 2nd part of the questionnaire, each result describes the decrease in the mean score, which means the negative change in attitudes, except of the Xafopoulos's (2009) research, where he witnessed a slight, statistically insignificant(t= -0,87; p>0.05) increase. The results of Podzimna(2007,CZ), Klimesova(2008,CZ) and Salava(2011,AUS) show a huge statistically significant (W=-3.156, p=0.002; F = 4.00, p = 0.48; W =- 2.982, p = 0.028 respectively) worsening of attitudes.

The last part of the research shows the results of the Siperstein's adjective checklist (SACL). Since Klimesova(2008,CZ) did not applied this questionnaire we have only two other researches to compare. Results of Xafopoulos(2009,CZ) "showed that the score of 30 children after the intervention program was smaller than before showing a negative attitudes change, 33 children presented a higher score showing a positive attitudes change

and 8 children had no change in attitudes presenting the same score. This means that 33 children associated more positive adjectives with the child with a disability after the intervention than before." Podzimna' s (2007,CZ) results show slight, statistically non-significant increase(W=-0.164, p=0.870) –positive change by 33 pupils, negative change in 24 cases and 6 stayed the same with no change in attitude.

8 Discussion

Even though the results did not show us much, we can still retrieve many ideas from this comparative study.

The results of an Australian interventional program are not sufficient. That is because the sample was was too small (26 kids). Still we can see the statistically significant (W =- 2.982, p = 0.028) worsening of attitudes. Considering the fact, that all other results lay within the range of compared researches of Xafopoulos (2009,CZ), that concentrated in his literature review generally on the topics of inclusion and it´s history, changing attitudes and paralympic movement, Podzimna(2007,CZ) that concentrated on integration, legislation, terminology of disability and Klimesova(2008,CZ) that put all her interest in the area of inclusion while describing the topics such as normalization, mainstreaming, inclusion vs. segregation, education system, teachers attitudes towards inclusion. All these theses are part of a project of the Centrum APA, under the Department of Adapted Physical Activity(mentioned above), and the promoter of all these theses, Prof. Kudlacek, invested his effort and interest into topic of inclusion with four main areas(as mentioned above). We can consider the possibility, that the cause of this decrease of Australian program (SAP) was caused by the performance of the teacher. The second contact point on the way from the organizing body(Australian sports commission) to the pupils. The amount of enthusiasm and personality that had been added into this message, by the teacher himself is crucial. Until that time, everything stays similar to the Paralympic School day. Group of professionals performing the program. In case of PSD straight to the pupils and in case of SAP via the teacher. SAP is not performed so intensively as PSD(in one whole day). SAP is supposed to be delivered throughout the whole P.E. curriculum. And here comes the problem. The curriculum leads the teachers on one way, and then they had to follow another one. Too many tasks and not enough time. The contact theories of Kolb(1984) or Allport(1954), or the theory of reasoned action of Fishbein and Ajzen (1975) considering, that the weighted sum of attitudes toward a behavior leads to a behavioral intention that leads to the behavior itself. All this is very understandable and it is very easy to start a research upon. But eventually we´ll hit the limits. Limits in terms of the width of the research. What kind of research is necessary to be done to get the whole picture. It´s not only the attitudes of the pupils towards their peers. It´s also the attitudes of parents, teachers, and the whole community. It is not a simple task and for me it´s not the best option to be concentrated only on one thing. How can we prevent other factors from

influencing the attitudes. I think, the research on the inclusion topic with collecting the data and creating the whole picture can be the good start for creating a effective inclusive strategy. But how can we be sure, that our goal is the good one and that our way is the best one. I doubt, because when I doubt, I think. And when I think I ask, and when I ask, I get the answers.

That is why I chose the intercultural comparison- to see the differences and similarities in development and in present state and how this can influence the outcomes. Even though my sample size is small we can still see, the natural approach and attitudes of Australian kids. Though it´s not anyhow significant. But if we will still compare facts and situation within one country, we´ll still get the same results. And we should not try to get the outcomes just for their own sake, or for the sake of the funding body. For example: How did the PSD changed in recent years? No change at all. I mean strategical change. Like multiplying the intervention, or changing the schedule etc. How did the SAP change? Not at all. We have one schedule and we have to stick to it, no matter what. Wake up. The society is changing, so do the kids and so do the attitudes. We have to be ready to react. Back to business. We´re able to spot the changes in development in Australia and in the Czech Republic. Even though they might seem crucial for inclusion development, we are also able to see, that legislation and policy is not enough. The outcomes and the situation in the Czech Republic can be easily equaled to the Australian in terms of inclusion and society´s attitudes toward disability. It´s all about the will, not the conditions.

9 Practical Suggestions

We cannot rely only upon present legislation and policy. If we want to fulfill the meaning of inclusion, we have to form an extra effort. We have to take a look abroad, how is it being done there. We have to communicate and ask and think. If we want to enrich the knowledge of pupils about the world and life of the disabled, we have to do it continuously. And we have to use every possible chance, so the pupils will be acquainted with this life. Because what is shown as normal it is perceived as a normal. Ad not only by the kids, but also by their family members and friends. Asking the pupils is not enough. We have to ask the teachers, the parents of both sides, and of course the disabled as well. Only like this, we will be able to get the whole picture, which will lead us on the right track. Thinking and creating is great, but first we have to listen and look. How do kids with disability act with disabled peers? How do they act amongst the able-bodied ones? Look, listen and think.

Creating a program, just to look human and good is not enough.

-Let´s leave the kids to try it, how is it to be together

-Let´s create a options for the

-Connect them, not in everyday life, but let´s use sport and physical activity and create a task, that can only be accomplished by their cooperation

-Engage the parents, in this activity

-Let the community relationships grow and produce some good

-Be careful in our decisions

-First listen, then look, than ask and LISTEN AGAIN.

10 Conclusion

The first aim of this study was to gain a general overview on the historical development and current situation in education of the individuals with disability, mainstreaming and inclusive strategies in education in Czech Republic and Australia. We found the main differences in development of legislation and policy.

The second aim was to compare what type of interventional program will have more visible effect on attitudes of pupils towards inclusion of peer with disability. Whether Paralympic School day in Czech Republic or Sports Ability Program in Australia. We didn´t find out any difference in the effect of the interventional program on the attitudes. The sample size was too small as well as the range of questioned individuals. Research that is more complex is needed.

11 References

Ajzen, I. (1985). From Intentions to Action : A Theory of Planned Behavior. In J. Kuhl et J. Beckmann (Éds), *Action control. From cognition to behavior*. Berlin : Springer-Verlag.

Ajzen, I. (2005). Attitudes, personality and behavior. Milton-Keynes, England: Open University Press/McGraw-Hill.

Ajzen, I., & Fishbein, M. (1980). *Understanding the attitudes and predicting social behaviour*.   Englewood Cliffs, New Jersey: Prentice-Hall Inc.

Anonymous. (2006). *Support for children and students with a disability in South Australia.* Retrieved from the WWW on the 20th May 2010.ht://www.decs.sa.gov.au/docs/files/communities/docman/1/RESOURCE_TEX T_final.pdf

Anonymous. (2007). *Novita Children's Services*. Retrieved from the WWW on the 21st June 2010. ht://www.novita.org.au/Content.aspx?p=29

Anonymous. (2007). *Wheelchair Sports SA*. Retrieved from the WWW on the 5th April 2009 ht://www.wheelchairsports-sa.org.au

Anonymous. (2011). *The European Agency for Development in Special Needs Education.* Retrieved from the WWW and the 24.5.2010 ht://www.european-agency.org/country-information/czech-Republic

Anonymous. (n.d). *Least restrictive enviroment.* Retrieved from the WWW on the 21st April 2011.ht://en.wikipedia.org/wiki/Least_Restrictive_Environment

Anonymous. (n.d). *Mainstreaming in education.* Retrieved from the WWW on the 21st April 2011.ht://en.wikipedia.org/wiki/Mainstreaming_%28education%29

Anonymous. (n.d). *Mezi námi.* Retrieved from the WWW on the 12th June 2011 ht://www.olomouc.eu/phprs/view.php?cisloclanku=2011060601

Anonymous. (n.d.). *Government Board for People with Disabilities.* Retrieved from the WWW on the 12th May 2010 www.vlada.cz

Anonymous. (n.d.). *Historie JUS v celku.* Retrieved from the WWW on the 4th May 2011. www.jus.cz

Anonymous. (n.d.). *Pedagogika.* Retrieved from the WWW on the 17th April 2011 ht://cs.wikipedia.org/wiki/Speci%C3%A1ln%C3%AD_pedagogika

Anonymous.(2006). *Deaf Sports Australia*. Retrieved from the WWW on the 19th March 2009 ht://www.deafsports.org.au/aboutus/history.php

Anonymous.(2007). *Australian Paralympic Committee.* Retrieved from the WWW on the 12th April 2009 ht://www.paralympic.org.au/apc_sub.asp?id=103

Anonymous.(2007). *Sport SA.* Retrieved from the WWW on the 5th April 2009 ht://www.sportsa.org.au/main/home

Anonymous.(n.d). *WHO international on disability.* Retrieved from the WWW on the 16th may 2010 ht://www.who.int/topics/disabilities/en/

Archie, V.W., & Sherrill, C. (1989). Attitudes toward handicapped peers of mainstreamed and nonmainstreamed children in physical education. *Perceptual and motor skills*, 69, 319-322.

Australian Association for Families of Children with Disability (AAFCD).(2005). *Disability counts 2005.* National Noticeboard, Edition 17.

Australian Bureau of Statistics. (2004). *Disability, Ageing and Carers, Australia: Summary of Findings, 2003.* Retrieved from the WWW on the 16th May, 2010. ht://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4430.0Main+Features12003?OpenDocument

Australian Dictionary of biography – Online Edition. (2006). Retrieved from the WWW on the 18 th May 2010 ht://www.adb.online.anu.edu.au/biogs/A080239b.htm

Australian Institute of Health and Welfare. (2006). *Disability and disability services in Australia: based on an extract of Australia's Welfare 2005.* Canberra: Australian Institute of Health and Welfare.

Australian Institute of Health and Welfare. (2006). *Disability and disability services in Australia: based on an extract of Australia's Welfare 2005.* Canberra: Australian Institute of Health and Welfare.

Australian Paralympic Committee. (2007). Retrieved from the WWW on the 20th June 2010. ht://www.paralympic.org.au/apc_sub.asp?id=103

Australian Sports Commision. (2009). *Resources and pathways.* Retrieved from the WWW on the 11th May 2009. ht://www.ausport.gov.au/participating/disability/resources

Australian Women Biographical Entry. (2005). Retrieved from the WWW on the 3rd May 2010 ht://www.womenaustralia.info/biogs/IMP0206b.htm

Bandura, A. (1971). *Social Learning Theory.* New York, General Learning Press.

Bank-Mikkelsen, N. (1976). *Misconceptions on the principle of normalisation.* Address to IASSMD Conference. Washington, D.C..

Bank-Mikkelsen, N.E. (1969). *Normalization: Letting the Mentally Retarded Obtain an Existence as Close to Normal as Possible*. Washington, DC: President´s Committee on Mental Retardation.

Beckman, E. (2006). *Adapted physical activity in Australia.* Retrieved from the WWW on the 12th of May 2009. ht://www.kuleuven.be/emdapa/comparative/Australia.pdf

Block, M.E. (1992). What is appropriate physical education for students with the most profound disabilities? *Adapted Physical Activity Quarterly*, 9, 197-213.

Block, M.E. (1995). *Development and validation of Children's Attitudes towards Integrated Physical Education - Revised (CAIPE-R) Inventory.* Adapted Physical Activity, Quarterly.

Block, M.E. (2000). *A teacher's guide to including students with disabilities in general physical education* (2nd ed.). Baltimore: Paul H. Brookes Publishing Co.

Bohner, G. & Wänke, M. (2002). *Attitudes and Attitude Change*. Psychology Press: UK

Can do 4 kids: Townsend House. (*2006).* Retrieved from the WWW on the 5th may 2010 ht://www.townsendhouse.com.au/AboutUs/History/tabid/99/Default.aspx

Centrum APA. (2010). *Projekty*. Retrieved from the WWW on the 9th of September 2010. ht://www.apa.upol.cz/web/index.php?option=com_content&view=article&id=75&Itemid=89

Committee on rights of persons with handicaps. (1978). *The law and person's with handicaps*. Adelaide: Committee on rights of persons with handicaps.

Cora Barclay Centre. (2007). *About centre*. Retrieved from the WWW on the 5th of May 2010
ht://www.corabarclay.com.au/about.html

CPIV. (2011).*Projekt CPIV*. Retrieved from the WWW on the 3rd of May 2011.
ht://www.cpiv.cz/CPIV.pdf

Deaf Sports Australia. (2004-2005). Retrieved from the WWW on the 17th August 2010.
ht://www.deafsports.org.au/aboutus/history.php

Disability Services Australia. (2009). *Life with disability.* Retrieved from the WWW on the 2nd of March 2009. ht://www.dsa.org.au/life_site/text/voice/index.html

Elkins, J. (1985). Disability and disadvantage: Special education in Australia, Past, present and future' in *Melbourne studies in education*. ed. Palmer, Imelda. Melbourne: Melbourne University Press, pp164-5.

Festinger, L. (1957). *A theory of cognitive dissonance*, Evanston, Row, Peterson.

Find your way home: with SA Link-up. (*2005).* Retrieved from the WWW on the 6th of
  May 2010 ht://salinkup.com.au/media/pdf/9_miscellaneous.pdf

Fishbein, H.D. (1996). *Peer prejudice and discrimination: evolutionary, cultural, and
  developmental dynamics.* Boulder, CO:WesP.E.iew.

Fishbein, M., & Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior: An Introduction
  to Theory and Research.* Reading, MA: Addison-Wesley.

Flynn, C. (1997). *Disability discrimination in schools.*: National Children's and Youth Law
  Centre: Australia.

Gaillard, J. (2007). *Pratiques sportives et handicap, « Ensemble sportons-nous bien »,*
  Comprendre les personnes, Lyon: collection Chroniques sociales.

Goggin, G. & Newell, C.(2005). *Disability in Australia: Exposing a social apartheid.*
  Sydney: UNSW Press Special Olympics. Retrieved from the WWW on the 15th
  April 2010
  ht://www.specialolympics.com.au/index.php?submenu=Home_Menu&src=gendocs
  &link=History&category=Main

Goggin, G. and Newell, C. (2005). *Disability in Australia: Exposing a social apartheid.*
  Sydney: UNSW Press.

Grosse, S. (1991). Is the mainstream always a better place to be? *Palaestra,* 7(2), 40-49.

Innes, G. (December, 2000a, 6 December 2000). *The Disability Discrimination Act seven
  years on: Have we had the good years or are they still to come?* Paper presented at
  the Pathways Conference, Canberra.

Innes, G. (December, 2000b, 4 December, 2000). *The role of public enquiries and
  exemption powers in eliminating disability discrimination.* Paper presented at the
  Constructing law and disability conference, Australian National University.

International Paralympic Committee. (2009). *Activity cards.* Retrieved from the WWW on
  the 12th May 2010.
  ht://www.paralympic.org/Science_Education/Education/Paralympic_School_Day/Ac
  tivity_Cards.html

IPC Executive Committee. (2003). *Vision and mision.* Retrieved from the WWW on the
  4th June 2009
  ht://www.paralympic.org/release/Main_Sections_Menu/IPC/About_the_IPC/Visi
  on_and_Mission/

IPC. (2009). *Paralympic education program.*Retrieved from the WWW on the 12th May
  2009. ht://www.paralympiceducation.org.au/

Jenkinson, J. C., (1989). School and Disability: Research and Practice in Integration, *Australian Council for Educational Research*, Hawthorn, Victoria, Australia.

Keeffe-Martin, M. (2001) Legislation, case law and current issues in inclusion: An analysis of trends in the United States and Australia. *Australia and New Zealand Journal of Law and Education*. 6, 1&2. pp 25-46.

Kolb, D. (1984). *Experiential Learning: experience as the source of learning and development,* New Jersey: Prentice-Hall.

Kudlacek, M. & Machova I. (2004). Pilot programs of Paralympic school day project and its potential to influence attitudes toward disability sport and inclusion in PE. *Proceedings from: 4th international conference Movement and health*, Olomouc. (CD-rom)

Labudová, J. (2005). Starting-points for integration at school physical education in Slovakia. Proceedings of the 15th international symposium adapted physical activity. Verona.

Lavay, B.W., & DePaepe, J. (1987). Why mainstreaming doesn't always work: The harbinger helper. *Journal of physical education, recreation & dance*, 58(7), 98- 103.

Life to live. (2007). Retrieved from the WWW on the 6th May 2010 ht://www.dsa.org.au/life_site/text/education/index.html

Lindsay, K. (1997). *Discrimination law and special education.* Paper presented at the Legal and Accounting Management Seminar on School Law, Sydney.

Linn, R. (1994). *Perserverance: the story of Spastic Centres of South Australia.* Woodville, South Australia: Spastic Centres of South Australia.

Martin, C. L. & Halverson, C. (1981). *A schematic processing model of sex typing and stereotyping in children*. Child Development,52, 1119-1134.

Masters, J. C. & Wilkinson, A. (1976). *Consensual and discriminative stereotypy of sex-type judgments by parents and children.* Child Development, 47, 208-217.

MSMT. (2011). *Vyhlášky.* Retrieved from the WWW on the 26.5.2011 ht://www.msmt.cz/dokumenty/vyhlasky

MSMT. (n.d.). Retrieved Februrary 7, 2007, from ht://www.msmt.cz/about-the-ministry-2/minister

Muller, R. & Goldberg, S. (1980). *Why William doesn't want a doll : preschoolers' expectations of adult behavior toward girls and boys.* Merrill-Palmer Quarterly, 26, 259-269.

Nirje, B. (1970). The normalization principle: Implication and comments. *British Journal of Mental Subnormality*, 16: 62-70.

Nirje, B. (1985). The basis and logic of the normalization principles. Australia and New Zealand Journal of Developmental Disabilities. 11: 65-8.

Nirjie, B. (1982). *The basis and logic of the normalisation principle*. Sixth International Congress of IASSMD, Toronto.

OECD. (1994). The Integration of Disabled Children into Mainstream Education Ambitions, *Theories and Practices*. Paris: OCDE.

Osburn, J. (2007). *An overview of Social Role Valorization theory*. Retrieved from the WWW on the 25th March, 2010

ht://www.socialrolevalorization.com/resource/OSBURN_SRV.htm

Perič, T. et al.(2001). *Sport v České republice na začátku nového tisíciletí* . Národní konference *(2001)* Praha : Univerzita Karlova, 2001.

Průcha, J., Walterová, E., Mareš, J.(2001). *Pedagogický slovník*. Praha: Portál.

Rutherford-Turnbull, H., Wilcox, B. L., Stowe, M., & Turnbull, A. P. (2001). IDEA requirements for the use of PBS (Positive Behavioural Interventions and Supports): Guidelines for responsible agencies. *Journal of Positive Behavior Interventions, 3*(1), 11, SAGE.

Sherill, C. (2011).*Young people*. Retrieved from the WWW on the 12th April 2011

ht://www.icsspe.org/documente/YOUNGPEOPLE.pdf

Sherrill, C. (1998). *Adapted physical activity, recreation, and sport: Crossdisciplinary and lifespan* (5th ed.). Dubuque, IA: WCB/McGraw-Hill.

Sherrill, C. (1998). *Adapted physical activity: Crossdisciplinary and lifespan*, Boston, MA:WCB/Mc Graw-Hill.

Slininger, D., Sherrill, C., & Jankowski, C.M. (2000). Children's attitudes toward peers with severe disabilities: Revisiting contact theory. *Adapted Physical Activity Quarterly*, 17, 176-196.

Slininger, D., Sherrill, C., & Jankowski, C.M. (2000). Children's attitudes toward peers with severe disabilities: Revisiting contact theory. *Adapted Physical Activity Quarterly*, 17, 176-196.

Special Education Consultative Committee(1993). *Schools for all project*. Adelaide: Department of Employment, Education and Training.

Special Olympics. (2007). Retrieved from the WWW on the 11th April 2010
ht://www.specialolympics.com.au/index.php?submenu=Home_Menu&src=gendocs
&link=History&category=Main

Sport SA. (2007). Retrieved from the WWW on the 15th September 2009
ht://www.sportsa.org.au/main/home

Stewart, D., Russo, C. J., & Osborne, J. A. G. (2007). Meeting the Educational Needs of
Children with Disabilities: Perspectives from Australia and the United States.
Education and Law Journal (Canada).

Turnbull, T. (1998). *A social history of disability services in South Australia and a review
of previous, current and future policy directions*. Adelaide: University of Adelaide.

Turnbull, T.(1998). *A social history of disability services in South Australia and a review
of previous, current and future policy directions*. Adelaide: University of Adelaide.

van Lent, M. & Coppenolle, H. (2006). *Count me in : a guide to inclusive physical activity,
sport and leisure for children with a disability*. Leuven: Acco.

Walters, K. (1999). *Annual Report of the Anti-Discrimination Commission, Queensland*.
Brisbane: Queensland Anti-Discrimination Commission.

Westhorp, G., Sebastian, A., Morrell, D. & Mayne, M. (1997). *Advocacy and people with a
disability: A learning package*. Mile End, South Australia: Disability Action Inc.

Wheelchair Sports SA. (2007). Retrieved from the WWW on the 2nd January 2010
ht://www.wheelchairsports-sa.org.au

Wicks, K. (2000). *Teaching the art of living: the development of special education services
in South Australia, 1915 – 1975*. Adelaide: University of Adelaide.

Wolfensberger, W. (1972). The *Principle of Normalization in Human Services*. Toronto:
National Institute on Mental Retardation.

Wolfensberger, W. (1980). A brief overview of the principle of normalization. In R. J.
Flynn & K. E. Nitsch (Eds), *Normalization, Social Integration, and Community
Services* (pp. 7-30). Baltimore: University Park Press.

Wolfensberger, W. (1991). *A brief introduction to social role valorization as a high-order
concept for structuring human services*. Syracuse, NY: Training Institute for Human
Services Planning, Leadership and Change Agentry (Syracuse University).

Wolfensberger, W. (1995). An "if this, then that" formulation of decisions related to social
role valorization as a better way of interpreting it to people. *Mental Retardation*, 33:
163-9.

APPENDIX 1

**CHILDREN'S ATTITUDES TOWARDS INTEGRATED
PHYSICAL EDUCATION - REVISED (CAIPE - R)**

Monitor Instructions:

I need some information from you which will take about 15 minutes to do.

First of all look at your answer sheet. Look where it says "student's name" and write your first and last name in the blank (Wait a moment to be sure that this is done).

Now circle whether you are a boy or a girl (pause).

Now write your age - you are probably ___-years-old, right (pause)?

Now write your grade - you all should be ___graders, right (pause)?

Now circle whether or not a person in your family or a very close friend of yours has a disability - you know, someone like your brother or cousin or someone who lives near you who uses a wheelchair, someone who cannot see or hear, or someone who has mental retardation (pause).

Now circle whether or not you ever had a person in one of your regular classes who had a disability - you know, someone who came from a special ed class, someone who could not see or hear, or someone who used a walker or wheelchair to move around (pause).

Now circle whether or not you ever had a person in one of your P.E. classes who had a disability (pause).

Finally, circle whether or not you consider yourself to be:

very competitive (I mean, do you always want to win and you get upset if you lose),
kind of competitive (you like to win and play hard, but winning or losing is not the end of the world),
not competitive (you just like to play to have fun).

OK, now you can turn to the next page of your answer sheet. I am going to ask you to listen to some questions, and I want you to tell me what you think about them. These questions are about a boy named Bart who might come to your P.E. class. You can see a list of numbers on your paper with yes, probably yes, probably no, and no. For each number, I will read you a sentence out loud. Some of you will agree with the sentence, you should circle yes if you agree. Some of you will not agree with the sentence, you should circle no if you do not agree. If you think you agree but you are not sure, then circle probably yes. If you think you disagree but you are not sure, then circle probably no.

There really are no "right" answers to any of the sentences; it all depends upon how you feel about what I say. Let me give you an example. Suppose the sentence I read to you is: "Basketball is my favorite sport." If this true for you because your favorite sport is

basketball, then you should circle <u>yes</u>. If your favorite sport is baseball or some other sport, you disagree and should circle <u>no</u>. If you think that basketball is your favorite sport but you are not sure (maybe you like another sport too), then circle <u>probably yes</u>. If you think that basketball is not your favorite sport but your are not sure (you really like baseball, but you kind of like basketball too), then circle <u>probably no</u>.

Remember, the answer to each question depends on you, and your answers will probably be different from other kids' answers. When you are all done, you'll probably have some yeses, some probably yeses, some probably nos, and some nos, or your answers could all be one thing. Does anyone have any questions (look around and wait for questions)?

OK, let's get started, but first let me tell you something about <u>Bart</u>. Bart is the same age you are. However, he cannot walk, so he uses a wheelchair to get around. Bart likes playing the same games you do, but he does not do very well in the games. Even though he can push his wheelchair, he is slower than you and tires easily. He can throw a ball, but not very far. He can catch balls that tossed straight to him, and he can hit a baseball off a tee, but he cannot shoot a basketball high enough to make basket. Because his legs do not work, he cannot kick a ball. When listen to the sentences, think about Bart.

OK, find the number 1 on your answer sheet and I'll read you the first sentence. (Begin. Read each number and sentence one at a time, and wait until everyone has circled an "answer" before you go on to the next item. Check visually every few sentences to be sure that all numbers have a response circled. Be sure to repeat all instructions as indicated on the list of sentences. Always pause after you read a sentence, and read the instruction just before you read the <u>next</u> sentence.

1.   I live in Olomouc.

2.   We usually have lunch at 9:00 o'clock in the morning.

(Now, think about Bart and remember, circle <u>yes</u> if you agree with the sentence, <u>probably yes</u> if you think you agree but you are not sure, <u>probably no</u> if you think you disagree but are not sure, and <u>no</u> if you disagree).
3.   It would be OK having Bart come to my P.E. class.

4.   Because Bart cannot play sports very well, he would slow down the game for everyone.

5.   If we were playing a team sport such as basketball, it would be OK having a Bart on my team.

6.   P.E. would be fun if Bart was in my P.E. class.

(Don't forget to think about Bart. You should mark how you feel. <u>yes</u> if you agree, <u>probably yes</u> if you think you agree but are not sure, <u>probably no</u> if you think you disagree but are not sure, and <u>no</u> if you disagree.

7.   If Bart were in my P.E. class, I would talk to him and be his friend.

8.   If Bart were in my P.E. class, I would like to help him practice and play the games.

(Don't forget to think about Bart. Remember, circle <u>yes</u> if you agree with the sentence, <u>probably yes</u> if you think you agree but you are not sure, <u>probably no</u> if you think you disagree but are not sure, and <u>no</u> if you disagree).

9-13. Which rule changes to basketball during P.E. do you think would be O.K. if a kid like Bart were playing? <u>Remember, circle Yes</u> if you
        agree, <u>probably yes</u> if you think you agree but are not sure, <u>probably no</u> if you think you disagree but are not sure, and <u>no</u> if you disagree.

9. If you were playing basketball would you be willing to make a pass to Bart?

10. It would be OK to allow Bart to shoot at a lower basket)?

11.   If you were playing basketball and Bart were in the keyhole would you allow him to stay longer (five seconds instead of three) ?

(Don't forget to think about Bart. You should mark how you feel. <u>yes</u> if you agree, <u>probably yes</u> if you think you agree but are not sure, <u>probably no</u> if you think you disagree but are not sure, and <u>no</u> if you disagree).

12.   It would be OK to allow Bart a free pass to a teammate (no one can steal the ball from   BArt)?
13.   If you were playing basketball and Bart took hold of the ball would you help him and co-orperate so that he could make a basket (Bart is in your team) ?
You are finished! Thank you for filling this out for us. Please give your answer sheet to your teacher.

ANSWER SHEET

School:_____   Date:_____

Teacher: _____   Student's Name: _____

Your Age: _____   Your Grade: _____

Circle one:

BOY   GIRL

Circle one:

YES, someone in my   **NO**, I do not
family or a close   have any
friend of mine has a   family members
disability   or friends who
                                                      have a disability

Circle one:

YES, I had someone   **NO**, I never had
in one of my regular   someone in my
classes who had a   regular classes
disability   who had a disability

Circle one:

YES, I had someone   **NO**, I never had
in one of my P.E.   someone in my
classes who had a   P.E. classes
disability   who had a disability

Circle one:

VERY COMPETITIVE KIND OF COMPETITIVE   NOT COMPETITIVE
(I like to win, and I get   (I like to win, but it is OK if I   (It really doesn't matter
very upset if I lose)   lose sometimes)   me if I win or lose; I
                                                                                               just

play for fun)

- PLEASE TURN TO THE NEXT PAGE -

NOW LISTEN TO THE MONITOR AND CIRCLE YOUR ANSWER.

1.	YES	PROBABLY YES	PROBABLY NO	NO
2.	YES	PROBABLY YES	PROBABLY NO	NO
3.	YES	PROBABLY YES	PROBABLY NO	NO
4.	YES	PROBABLY YES	PROBABLY NO	NO
5.	YES	PROBABLY YES	PROBABLY NO	NO
6.	YES	PROBABLY YES	PROBABLY NO	NO
7.	YES	PROBABLY YES	PROBABLY NO	NO
8.	YES	PROBABLY YES	PROBABLY NO	NO
9.	YES	PROBABLY YES	PROBABLY NO	NO
10.	YES	PROBABLY YES	PROBABLY NO	NO
11.	YES	PROBABLY YES	PROBABLY NO	NO
12.	YES	PROBABLY YES	PROBABLY NO	NO
13.	YES	PROBABLY YES	PROBABLY NO	NO

If you had to describe Bart, what kinds of words would you use? Below is a list of words to help you. Circle the words you would like to use. You can use as many or as few words as you want. Here is the list:

Healthy	Neat	Careful	Slow
Libely	Glad	Sloppy	Pretty
Stupid	Clever	Cruel	Careless
Alert	Proud	Dishonest	Alright
Weak	Smart	Crazy	Bright
Unhappy	Greedy	Bored	Mean
Cheerful	Helpful	Ugly	Honest
Dumb	Happy	Ashamed	Friendly
Kind	Sad		

Thank you! You are finished!