

2023, April

ON-LINE LEARNING FOR EDUCATORS AND STAFF REPORT



PHYS*i***CAL**



Co-funded by
the European Union

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1. Introduction

This report refers to the analysis of the contents and the satisfaction of the sessions of the *PhysicAL Training Program* what it was carried out in four training groups - one in Spain and the others in Portugal. The chosen format was face-to-face sessions complemented with the review and sharing of documents deposited on the online platform [PhysicAL Moodle](#).

In Spain, the training took place in Salamanca for a week, with a total of 18 hours, with the first three sessions lasting 4 hours and the last two lasting three hours. In the first session of each of the training, the justification of the program is discussed based on the evidence found in the baseline analysis, the structure of the training and the materials developed are explained, as well as the work dynamics.

The training of the project *PhysicAL* in Portugal took place in the city of Porto through the community partner. Three classes were scheduled, with 3 sessions of 4 hours each, 12 hours per class. , totaling 36 hours of training.

The platform *PhysicAL Moodle* was used as a complement to face-to-face learning. The documents necessary to meet the demands and training needs contained in the training needs questionnaires filled out by professionals are posted on it. This consultation platform was updated with the innovations produced in activity 3 and with the sharing and experiences of the training groups and subsequent practical sessions.

In this way, the theoretical sessions were held in a training room, with the necessary support materials (projector, computer, sound speakers, internet access, etc.) for the best performance of the trainers during their presentations. This platform continues to be made available with free access for students and the most relevant documents are freely accessible to all those interested in the [Project Website](#).

2. Training Structure

2.1. Local

In Spain, the training has been carried out at the facilities of the *Recovery Center for Persons with Physical Disabilities (CRMF)*, in Salamanca, one of the 6 reference centers for persons with physical and sensory disabilities in the country. We have linked the training with this national entity for having magnificent facilities and being part of the project partners. We have had an assembly hall for guided training in collaborative work and exposition of experts with resources for the presentation of the projections and a sports center for the practical parts of the training action equipped with adapted sports equipment provided by the Aviva Foundation, CRMF and guest speakers.

In Portugal, the training was carried out at the facilities of the *Rehabilitation Center of the Associação do Porto de Paralisia Cerebral - APPC*, a reference in the care, follow-up and rehabilitation of persons with cerebral palsy in the north of Portugal, and the only specialist. The option to carry out the training in one of the structures of the community member itself is due to the quality and adequacy of the facilities, which are accessible and suitable for the practice of sports. In addition to being the workplace of many technicians who have shown interest in forming part of the available classes.

2.2. Participants

The total number of participants in Spain was 38, of which 12 were persons with disabilities. The participants came mainly from educational centers and support centers for persons with disabilities. In addition to volunteers and students interested in the subject.

The total number of participants in Portugal was 43 people, of which 3 were persons with disabilities. Participants in the first and second groups were mainly APPC employees in the health area (occupational therapists, physiotherapists, speech therapists, etc.). The third and last group, on the other hand, was made up mostly of professionals from the social area, coming from the different local partner institutions of APPC (14 institutions in total). Some volunteers and students/interns interested in the topic also took part.

2.3. Trainers

In total, 19 experts have participated in the different subjects taught: 4 specialists in adapted physical activity; 3 people on the autism spectrum with double condition - mothers of persons on the autism spectrum and professionals in the field; 1 former paralympic athlete; 1 former committee chair *European Paralympic* and current general director of sports of the Community of Castilla y León; 2 specialists in sports for persons with physical disabilities from Porto; 1 director of the recovery center for persons with physical disabilities; 2 athletes specialized in sports for persons with cerebral palsy; 2 teachers involved in carrying out didactic units related to sport, values and disabilities; 2 teachers in charge of direct attention to students with disabilities; 1 specialist in communicative mediation for deaf and deafblind people; 1 occupational therapy specialist responsible for the State Reference Center for Personal Autonomy and Technical Aids (Ceapat).

The sessions were always led by a main trainer, specialized in the subject and in collaboration with other specialists (3) and the presence of athletes and former athletes with disabilities (4). Representatives of similar local initiatives (6) were also present to share experiences and strengthen ties for future referral of clients. To know:

- Joana Teixeira, coordinator of the adapted sports sector at Futebol Clube do Porto;
- Dr. Tânia Bastos, professor at the Faculty of Sport of the University of Porto;
- Pedro Lima, representative of the Porto Adapted Sports Association - ADADA;
- Luís Pacheco, responsible for adapted rowing training at Clube Naval Infante Dom Henrique;
- Ricardo Neves, founder of Associação Esporte Sobre Rodas;
- Pedro Bártolo, athlete, coach and head of the Wheelchair Basketball Club Villa Nova de Gaia - BC Gaia.

3. Training Content and Evaluation

The contents and objectives of this session have been carried out based on the training demands reported by the professionals in terms of information on the disability model and the characteristics of the different disabilities, lack of information on the current model of understanding of disability. The contents were grouped into five areas of interest:

1. Introductory aspects.
2. Disabled people.
3. Generalities about physical and sports activity.
4. Sport for persons with disabilities.
5. Resources and material preparation.

Two types of information collection were elaborated: a questionnaire per session of qualitative evaluation and a final questionnaire of general satisfaction with the training.

3.1. Training Content and Evaluation - Spain

The Table 1 describes the contents that were developed in this first session, namely the Introductory aspects of the Model of Human Functioning proposed by the World Health Organization (WHO, 2001), the *Quality of Life Model and the Supports* and the Rights of Persons with Disabilities. On

Table 1. 1st Session: Training contents and objectives

Training Content	Session Objectives
<p>B1. Introductory Aspects</p> <ol style="list-style-type: none"> 1. Model of Human Functioning proposed by the WHO (2001). 2. Model of Quality of Life and Supports 3. Rights of Persons with Disabilities 	<ul style="list-style-type: none"> → Know the current paradigms that support professional practices. → Know the basic concepts of attention to diversity, especially the inclusive paradigm. → Analyze the terminology related to the Disability. → Know and apply the principles of inclusion in physical education.

In Table 2 is possible to check the qualitative evaluation about the Strengths and Weaknesses on the 1st Session training program. Regarding the proposals for improvement, the most repeated contributions in the questionnaires was to take into account taking a break in the middle of the session, modifying the schedule, and more practice time. The good atmosphere of participation, the pleasant sessions and the gratitude on the part of the participants stand out.

Table 2. 1st Session: Strengths and Weaknesses

Strengths
<ol style="list-style-type: none"> 1. Teaching quality. 2. The quality of the teaching, the participation of the students in the guided and collaborative methodology, has also been positively valued, as well as the trustworthiness among the students. Likewise, the extraordinary contribution of students with some type of disability, testimonies and experiences, the presentation and group knowledge of all those involved in the training is highlighted. Teamwork in small groups is positively valued. 3. Acquire a richer and more extensive vocabulary in the use of the ICF. 4. Context. 5. Know the context from different personal realities and framed within various different but closely related and important institutions and all committed to unite positive synergies. 6. Teamwork, the illusion of the participants to improve the quality of life, health, and sports physical activity in persons with disabilities. 7. The empathy and sensitivity that the speakers transmit towards persons with disabilities and the positive synergies between the students. 8. Acquire more knowledge in sports activity in disability. 9. Participation in games and sports in a practical way.
Weak Points
<ol style="list-style-type: none"> 1. The Training schedule is difficult to arrange after working hours, including the start time. 2. Somewhat long or dense sessions in terms of content. 3. Spend more time practicing sports.

Table 3 describes the contents that were developed in the second session, namely the profile of the persons with disabilities.

Table 3. 2nd Session: Training contents and objectives.

Training Content	Session Objectives
<p>B2. Persons with Disabilities</p> <ol style="list-style-type: none"> 1. Persons with intellectual disabilities 2. Persons with physical disabilities 3. Persons with Autism Spectrum Disorder 4. Visually impaired persons 5. Hearing impaired persons 6. Persons with high support needs 	<p>→ Know the etiology and characteristics of different disabilities.</p>

On Table 4 is possible to check the qualitative evaluation about the Strengths and Weaknesses on the 2nd Session training program. Regarding the proposals for improvement it is proposed to dedicate more time to the practical part and the division of the group into smaller subgroups. The good atmosphere of the session and the richness of the contents stand out.

Table 4. 2nd Session: Strengths and Weaknesses

<p>Strengths</p>
<ol style="list-style-type: none"> 1. Teaching quality. 2. Greater knowledge of disability in general and disabilities in particular. Intellectual disability and developmental disabilities, sensory disability and physical disability in general.

<ol style="list-style-type: none"> 3. Context. 4. The session is qualified as very motivating with the participation of all the students in the practice of sports with the discovery of support products that have been presented to us from APPC, the Portuguese partner sent two technicians to Salamanca for the training session. 5. Coherent and clear explanation of sports such as; the tricycle, wheelchairs to practice rugby, the boccia. 6. The assistance and active participation of persons from a large number of persons with disabilities. 7. The tricycle was a great discovery.
<p>Weak Points</p>
<p>It is significant that no weak points are highlighted in this session.</p>

Table 5 describes the contents that were developed in the third session, namely inclusive physical-sports activity.

Table 5. 3th Session: Training contents and objectives.

Training Content	Session Objectives
<p>B 3. Generalities about physical-sports activity</p> <ol style="list-style-type: none"> 1. Inclusive Physical-sports Activity 2. Physical Education in the Educational context. 3. Physical-sports Activity in the context of leisure. 4. Sports physical activity and health promotion. 	<p>→ Acquire knowledge about inclusion in the field of physical education.</p>

5. Adapted sport.	
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On Table 6 is possible to check the qualitative evaluation about the Strengths and Weaknesses on the 3th Session training program. Regarding the proposals for improvement there are none. Session especially pleasant for the contributions of experts and families and thanks for the effort in organizing the session.

Table 6. 3th Session: Strengths and Weaknesses

Strengths
<ol style="list-style-type: none"> 1. Teaching quality. 2. The contribution from communicative mediation and cognitive accessibility is very instructive. 3. Highly valued contributions from experts on the autism spectrum and their consideration as mothers of boys and girls on the spectrum. Highlight how they consider physical activity and well-regulated sport fundamental. 4. Context. 5. Important content, good solutions of game adaptations for the proposed disabilities. 6. The contribution of the expert, Paralympic medalist, general director of sports for the community of Castilla y León and former general secretary of the European Paralympic Committee, Enrique Sánchez-Guijo. 7. The clarity of all communications and the facilitation to intervene for all attendees at any time. 8. Peer Interaction.
Weak Points

1. The interventions of some speakers, such as the former Paralympic athlete, were short.

Table 7 describes the contents that were developed in the fourth session, namely the sport for persons with disabilities.

Table 7. 4th Session: Training contents and objectives.

Training Content	Session Objectives
<p>B 4. Sport for persons with disabilities</p> <ol style="list-style-type: none"> 1. Sports practice in persons with Cerebral Palsy. 2. Sports practice in persons with developmental disabilities. 3. Sports practice in persons with visual impairment. 4. Sports practice in persons with hearing disabilities. 5. Sports practice in persons with motor disabilities 	<p>→ Know the basic principles and methodological guidelines for planning physical-sports activities.</p>

On Table 8 is possible to check the qualitative evaluation about the Strengths and Weaknesses on the 4th Session training program. Regarding the proposals for improvement. The proposals for improvement focus on the positive aspects of the Training. The training in general is changing attitudes and the students are able to find adaptations for the practice of sports by persons with disabilities. They emphasize that it is a privilege to attend this training.

Table 8. 4th Session: Strengths and Weaknesses

Strengths
<ol style="list-style-type: none"> 1. Teaching quality. 2. Positive assessment of the practical part related to games, adapted physical activity and adapted sports. 3. Positive evaluation of the adapted sport session model elaborated from a didactic unit in an educational center. 4. Context. 5. The persons who have participated are very involved and sensitive to the issue of disability. The presentation of teachers on practical cases is inspiring. 6. Living with persons with disabilities, being able to share these experiences. 7. Sharing experiences between different personals. The practical part combined with the theoretical was great, more than a Training or training to use felt like I was among colleagues or friends having a chat or sharing, it was very enjoyable.
Weak Points
<ol style="list-style-type: none"> 1. It would be good to be able to expose in general the work carried out in the groups.

Table 9 describes the contents that were developed in the fifth session, namely the information on resources and preparation of material.

Table 9. 5th Session: Training contents and objectives.

Training Content	Session Objectives
<p>B 5. information on resources and preparation of materials</p> <ol style="list-style-type: none"> 1. Documentation on disability and adapted physical activity 2. Preparation of adapted material 3. Preparation of adapted physical-sports activity tutorials 4. Preparation of infographics for each of the adapted sports 	<ul style="list-style-type: none"> → Prepare adapted physical-sports activity material. → Learn about resources available online on adapted physical activity. → Achieve through collaborative work the development of resources. → Through collaborative work, achieve the dissemination of materials among professionals.

On Table 10 is possible to check the qualitative evaluation about the Strengths and Weaknesses on the 5th Session training program. Regarding the proposals for improvement, it should dedicate more time to the Training to continue learning in depth and continue sharing learning and experiences.

Table 10. 5th Session: Strengths and Weaknesses

Strengths
<ol style="list-style-type: none"> 1. Teaching quality. 2. Being able to make such simple and practical material. 3. Very participative session making adapted games with recycled and cheap materials. 4. The intervention of the expert in technical support products from CEAPAT, to improve the quality of life of persons with disabilities.

5. Context.
6. Positive assessment of the games and materials development workshop.
7. The common reflection that was carried out among all as a climax to the Training.

Weak Points

It is significant that no weak points are highlighted in this session.

As a general observation by Fundación Aviva, highlighting as an aspect of improvement finding the formula so that most of the students respond to the qualitative questionnaire. This was filled out online through a link that was provided before the start of each session and was simple and intuitive, but the responses from the students have been below expectations with a general response rate of 45%.

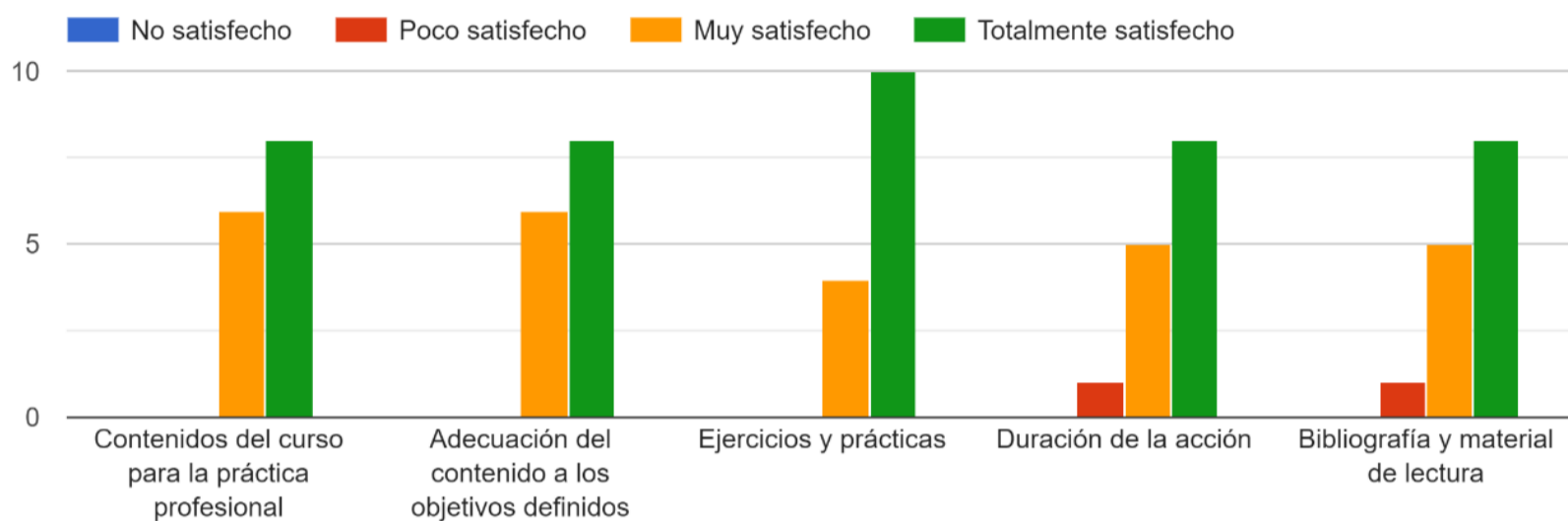
3.1.1. Global Training Satisfaction Questionnaire - Spain

The following points are evaluated in the form:

- a) Structure and content of the action
- b) Interventions of the trainers
- c) Organization of the action
- d) General evaluation of the Training
- e) Would you be part of a specialized work group related to this training?
- f) Skills acquired in training
- g) Comments and suggestions

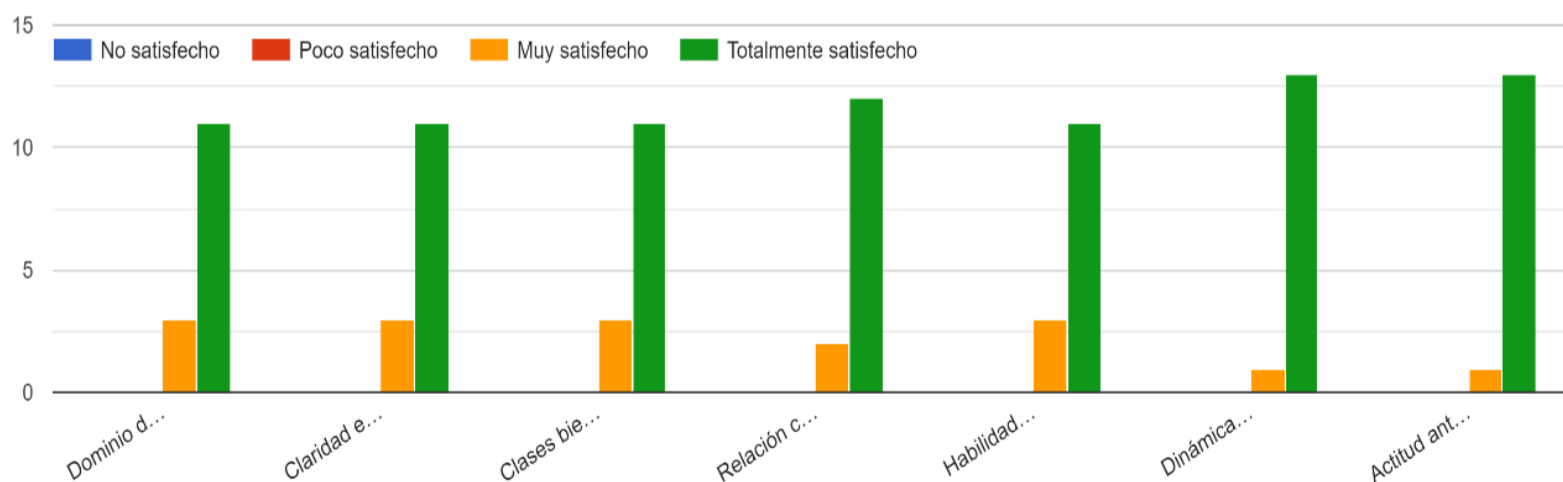
Analyzing the data in Graph 1, most of the responses are: "Totally Satisfied" and "Very Satisfied", obtaining the highest evaluation exercises and practices.

Graph 1. Assessment of the structure and content of the action



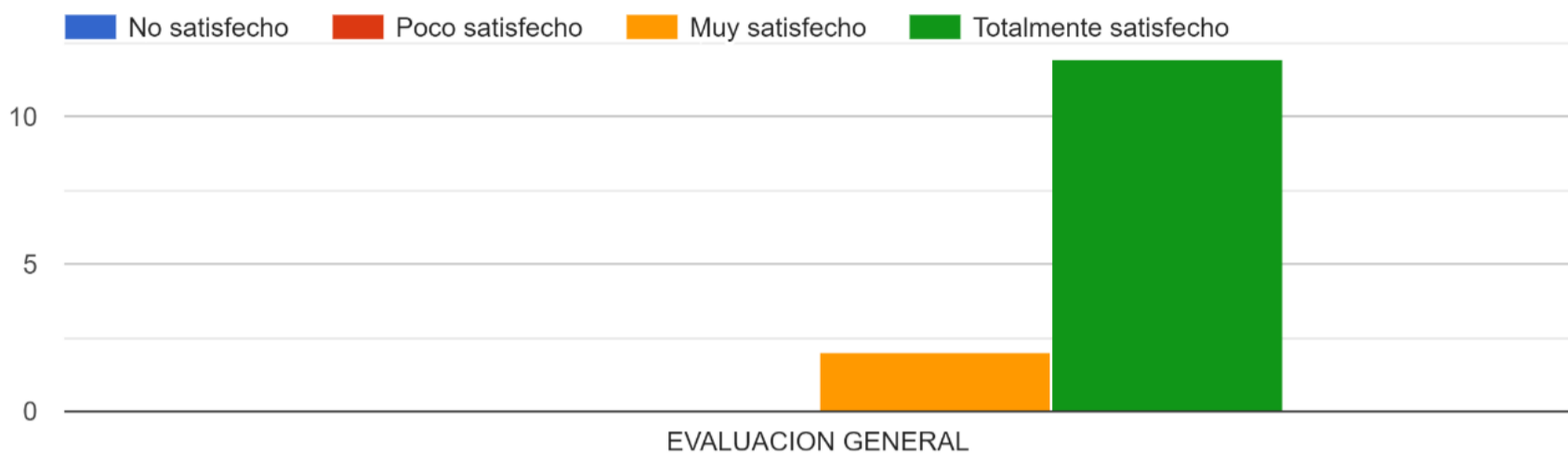
Regarding the intervention of the trainers, we can interpret that most of the answers are "Totally Satisfied" and "Very Satisfied", without obtaining any response in "Little Satisfied" and "Not Satisfied".

Graph 2. Intervention of the trainers



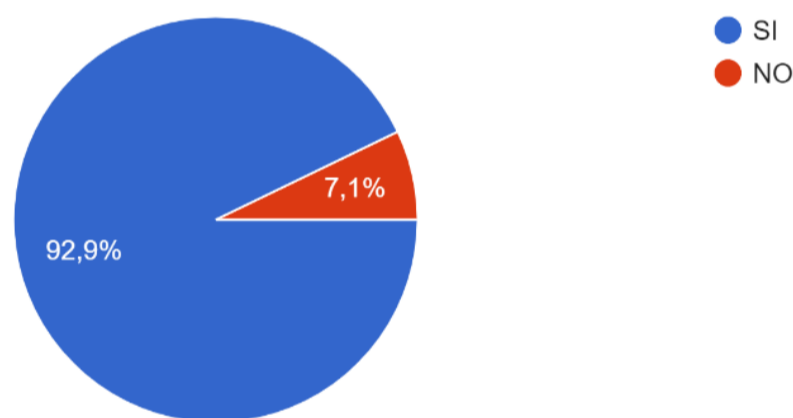
In the general evaluation of the training we have 12 persons who choose "Totally Satisfied" and 2 persons who choose "Very Satisfied".

Graph 3. General evaluation of the Training



As relevant data in the question, would you be part of a specialized work group related to this training, 92.9% answered affirmatively.

Graph 4. Would you be part of a specialized work group related to this training?



Regarding the last section of the general satisfaction questionnaire for the Training, regarding comments and suggestions, the thanks and the opportunity to live the experience stand out.

3.2. Training Content and Evaluation - Portugal

The contents and objectives of the first session were carried out based on the training demands previously reported by the professionals. The contents of *Block 1. Introductory Aspects* were addressed.

Table 11 describes the contents developed in this first session, namely the introductory aspects of the *Model of Human Functioning* proposed by the World Health Organization (WHO, 2001), the *Quality of Life Model and Supports* and the Rights of Persons with Disabilities.

Table 11. Training contents and objectives addressed in the 1st Session.

Training contents	Session Objectives
<p>B1. introductory aspects</p> <ol style="list-style-type: none"> 1. Model of Human Functioning proposed by WHO (2001). 2. Quality of Life and Support Model 3. Rights of persons with disabilities 	<ul style="list-style-type: none"> → Know the current paradigms that support professional practices. → Know the basic concepts of attention to diversity, especially the inclusion paradigm. → Review terminology related to disability. → Know the Quality of Life Criteria. → Discuss Human Rights and Disability.

From the qualitative assessment of the Strengths and Weaknesses in the training program of the 1st Session, the good participation environment, the good interaction between all and the good relationship with the trainer stand out. Already as a proposal for improvement, the vast majority highlighted the climate conditions in the room on the day (it was very cold).

In Table 12 are the contents developed in the second session, namely *Block 2 - Persons with Disabilities* and *Block 3 - Generalities about Physical and Sports Activity*.

Table 12. Training contents and objectives addressed in the 2nd Session.

Training contents	Session Objectives
<p>B2. Disabled people</p> <ol style="list-style-type: none"> 1. persons with disabilities in the World and in Portugal 2. Classification and Types of Disability 3. Independent Living Support Model(BLUE) and Independent Living Support Centers(CABLES) 	<ul style="list-style-type: none"> → Have access to epidemiological, global and local data. → Know the etiology and characteristics of the different deficiencies. → Discuss the model of independent living and its application on the national scene.
<p>B3. Generalities about Physical and Sports Activity</p> <ol style="list-style-type: none"> 1. Benefits of Sports Practice 2. Sports Habits of persons with disabilities 3. Inclusion in the field of Physical Education 	<ul style="list-style-type: none"> → Recognize the benefits of regular physical activity. → Make known the main standards of persons with disabilities who practice physical activity. → Acquire knowledge about inclusion in the area of physical education.

The qualitative assessment of the Strengths and Weaknesses of the 2nd Session highlights, once again, the good atmosphere of the session, in addition to the richness of the contents. With regard to improvement proposals, it is proposed to dedicate more time to the practical part and to the division of the group into smaller subgroups.

Table 13 describes the contents developed in the third and last session, namely Block 4 - Sports for Persons with Disabilities and Block 5 - Resources and Material Development.

Table 13. Training contents and objectives addressed in the 3rd Session.

Training contents	Session Objectives
<p>B4. Sport for persons with disabilities</p> <ol style="list-style-type: none"> 1. Paralympic Modalities 2. Structuring and entities responsible for adapted sport at national and international level 	<p>→ Acquire advanced knowledge about sport for persons with disabilities and its different modalities.</p>
<p>B5. Resources and Material Elaboration</p> <ol style="list-style-type: none"> 1. Planning, exposition and execution of proposed activities 	<p>→ Know the basic principles and methodological guidelines for the planning of physical and sporting activities.</p>

In verifying the qualitative assessment of the Strengths and Weaknesses of the 3rd Session, the appreciation for the contributions of specialists and partners with the sharing of local initiatives was particularly highlighted. As for the proposals for improvement, there were none.

3.2.1. Global Training Satisfaction Questionnaire - Portugal

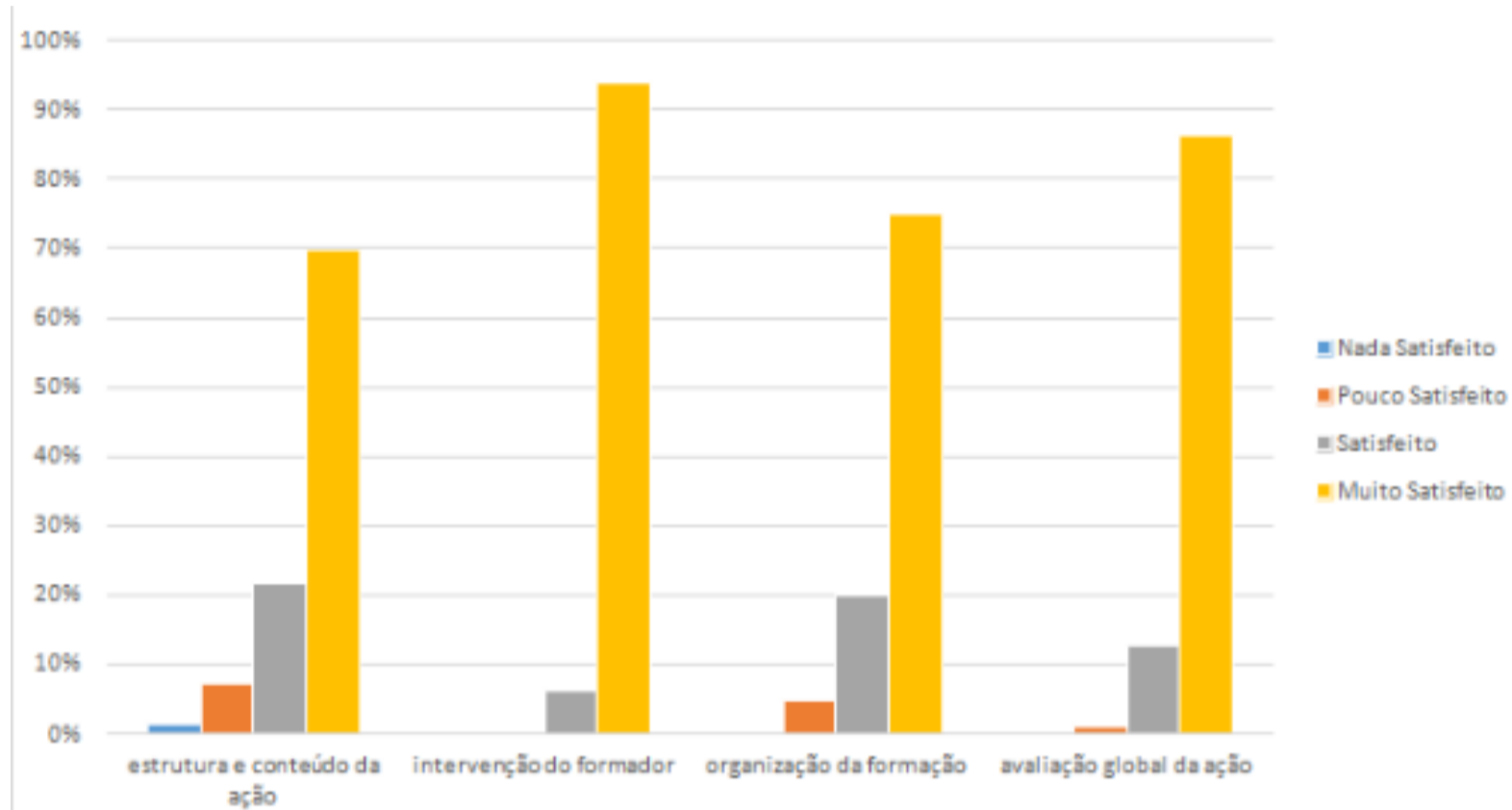
Of the 43 participants, 35 responded to the Global Satisfaction Questionnaire with training *PhysicAL*, with following points to be evaluated in the online form:

- a) Structure and content of the action:
 - i) Interest of the topics for your professional practice
 - ii) Adequacy of content to defined objectives
 - iii) Contribution to the acquisition of new knowledge
 - iv) duration of action
- b) Trainers' interventions
 - i) domain of the subject
 - ii) Adequacy of pedagogical means
 - iii) Language used

- iv) Effort
- v) Relationship with participants
- vi) Ability to communicate and transfer knowledge
- vii) Motivation achieved
- viii) Dynamics generated in the group
- c) Organization of the action
 - i) Quality and adequacy of distributed documentation, if applicable
 - ii) Quality and adequacy of the pedagogical supports used (video projector, overhead projector, didactic board...)
 - iii) Quality and suitability of facilities and environmental conditions
 - iv) Support provided by the APPC Professional Training department
 - v) Training action schedule
- d) Overall evaluation of the training
 - i) Did this action meet your expectations?
 - ii) Will this action contribute to your personal and professional development?
 - iii) Do you consider that the treated contents apply to your professional practice?
 - iv) Would recommend this action to other individuals

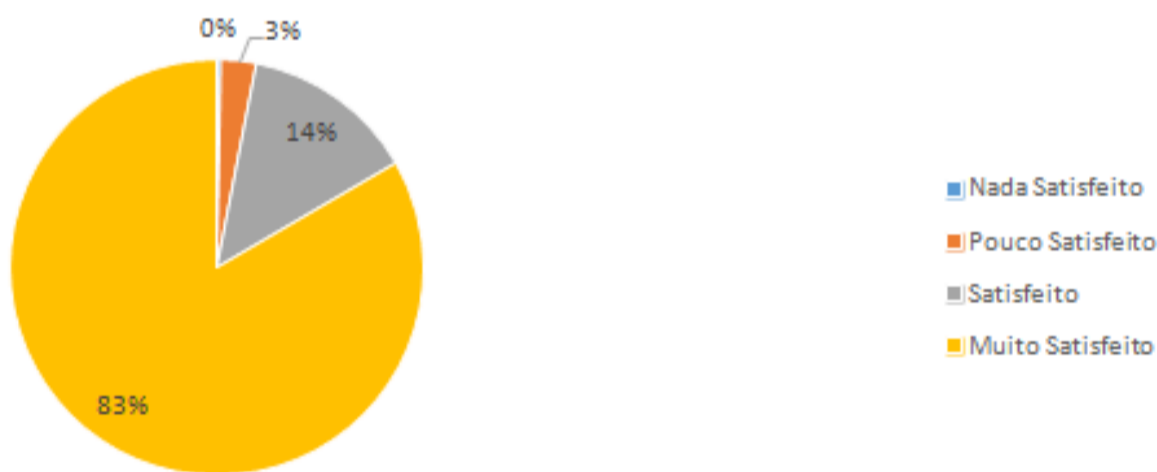
Regarding point a) Structure and content of the action, 90% said they were “Satisfied” or “Very Satisfied”. As for point b) Interventions by trainers, 93% reported being “Very Satisfied”. Regarding point c), 73% rated it as “Very Satisfied” and 20% as “Satisfied” with the Organization of the action. See Graph 4 below.

Graph 4. Global Satisfaction by Domain.



The overall satisfaction assessment of the training, point d), presented practically 100% between “Satisfied” and “Very Satisfied”. All values are represented in Graph 5, below:

Graph 5. Global Training Satisfaction Questionnaire



It should be noted that 100% of the participants said they recommended *Physical Training* to other people (Graph 6)

Graph 6. Training recommendation.



4. Development of Training Tools and Skills Acquired

4.1 Training Tools

In the methodology section, it was indicated that guided learning would be used, which mainly consists of the trainer guiding and supporting the participants' learning with different strategies to involve them in the learning process. In this sense, trainers must develop tools for training based on the training received on the current paradigm of disability and on some aspect of disability.

Activities carried out through cooperative work, that is, by small groups working together to develop the training tools. Persons with disabilities participated in the development of these tools, that is, direct contact with persons with some type of disability will be used to exchange experiences. This cooperative work will facilitate the elaboration of formative documentation both for the learning process and for the training of trainers to improve the practice of professionals in adapted physical activity. For the elaboration of these tools, professionals will have guides that will be included on the platform [PhysicAL Moodle](#).

4.2. Acquired Skills - Spain

This evaluation from the participants includes the skills acquired during the training in Spain, which are the following:

- Acquisition of resources and practical tools.
- Knowledge of other professionals.
- Ability to be able to adapt games and sports to persons with different disabilities, how to work in different environments, put yourself in the place of the person with a disability, "empathize".
- Obtaining materials for physical education classes for persons with disabilities are useful for all students.
- Greater communication and more positivity regarding persons with disabilities and their environment.
- Expansion of new concepts and new skills to overcome attitudinal barriers.
- Emphasize the importance of empathy, knowledge of the context and environment of the persons with whom we work, adaptations and support.
- Creativity works. Get to know new tools.
- Creation of adapted material using imagination.
- Knowledge about hearing impairment and autism spectrum.
- Greater knowledge of the different realities. The Training has served us to recharge our batteries, an important reflection and the possibility of working together to help improve the social reality and improve the quality of life of persons with disabilities.
- Listening, participation, empathy, etc.
- Knowledge of new supports for sport, testimonials of improvement in their training and life of the attendees, training in topics such as TEA.

→ Creativity and desire to do the difference.

4.3. Acquired Skills - Portugal

A The evaluation of the participants in Portugal led to the conclusion that the skills acquired during the training were in line with the initial proposal, which are the following:

- Expansion of new concepts and new skills to overcome attitudinal barriers.
- Emphasize the importance of empathy, knowledge of the context and environment of the people we work with, adaptations and support.
- Increased communication and more positivity towards persons with disabilities and their environment.
- Greater knowledge of the different realities/disabilities.
- The Training allowed for an important reflection and the possibility of to work together to help improve the social reality and improve the quality of life for persons with disabilities.
- Acquisition of resources and practical tools.
- Knowledge of new supports for sport.
- Ability to adapt games and sports for persons with different disabilities, know how to work in different environments, put yourself in the place of the person with a disability, "empathize".
- Obtaining materials for physical education classes for persons with disabilities are useful for all students.
- Knowledge of other professionals (networking).

5. Conclusions

The students have highlighted that the *PhysicAL Training Program* was very participative training, with contributions from the world of education and sports. Furthermore, the participation of students and experts with some type of disability has been fundamental, as well as the presence of relatives of persons with disabilities. All demonstrated satisfaction and good evaluations of the speakers, the coordination of the training and the synergies established among the students. They considered that the training was very dynamic, enriching and very satisfying on a personal level.

Experience with the *PhysicAL Training Program* in Portugal was marked by the institution's mobilization capacity. Internally, employees showed interest and participated very proactively in the sessions, demonstrating critical capacity and willingness to implement the knowledge and skills acquired during training in their work routine having, inclusive, interaction between participants from different classes and colleagues of the services who were unable to participate in the training.

Externally, the recognition of the institution by the local partners was clear, who always showed openness and availability to form part of the support network for subsequent practical sessions and future referrals.

It is worth mentioning the high degree of satisfaction of the participants and the fact that they indicated the training as an example of good practices.

