

# Sweden, SNAFA The Swedish Network of Adapted Physical Activity

Nordic perspective on APA,  
September 28-29-2023



# SNAFA - aim and strategy



SNAFA works actively and systematically to increase knowledge of the conditions and opportunities for children and young people, regardless of functional ability, to be able to participate in physical activities in education and in leisure time.

Our mission is to promote:

Accessibility, participation, inclusion and equality for children and young people with disabilities.

Support scientific research and the development of new methods for teaching and training.



# SNAFA - development



- SNAFA was formed in 1997 during a meeting in Halmstad University. Conferences and workshops have been held all over Sweden.
- Collaboration: Universities-Government authorities-Sports movement-Companies
- Community benefit-health and social benefits



Today, the Network includes more than 380 PE-teachers, physiotherapists, specialists and researchers, recreation officers among others.

# What SNAFA can offer and assist with!

- Initiate research projects in collaboration with other actors.
- Initiate and conduct conferences in collaboration with other actors.
- Compiling and disseminating knowledge within AFA.
- Represent and present new findings at various conferences, workshops.

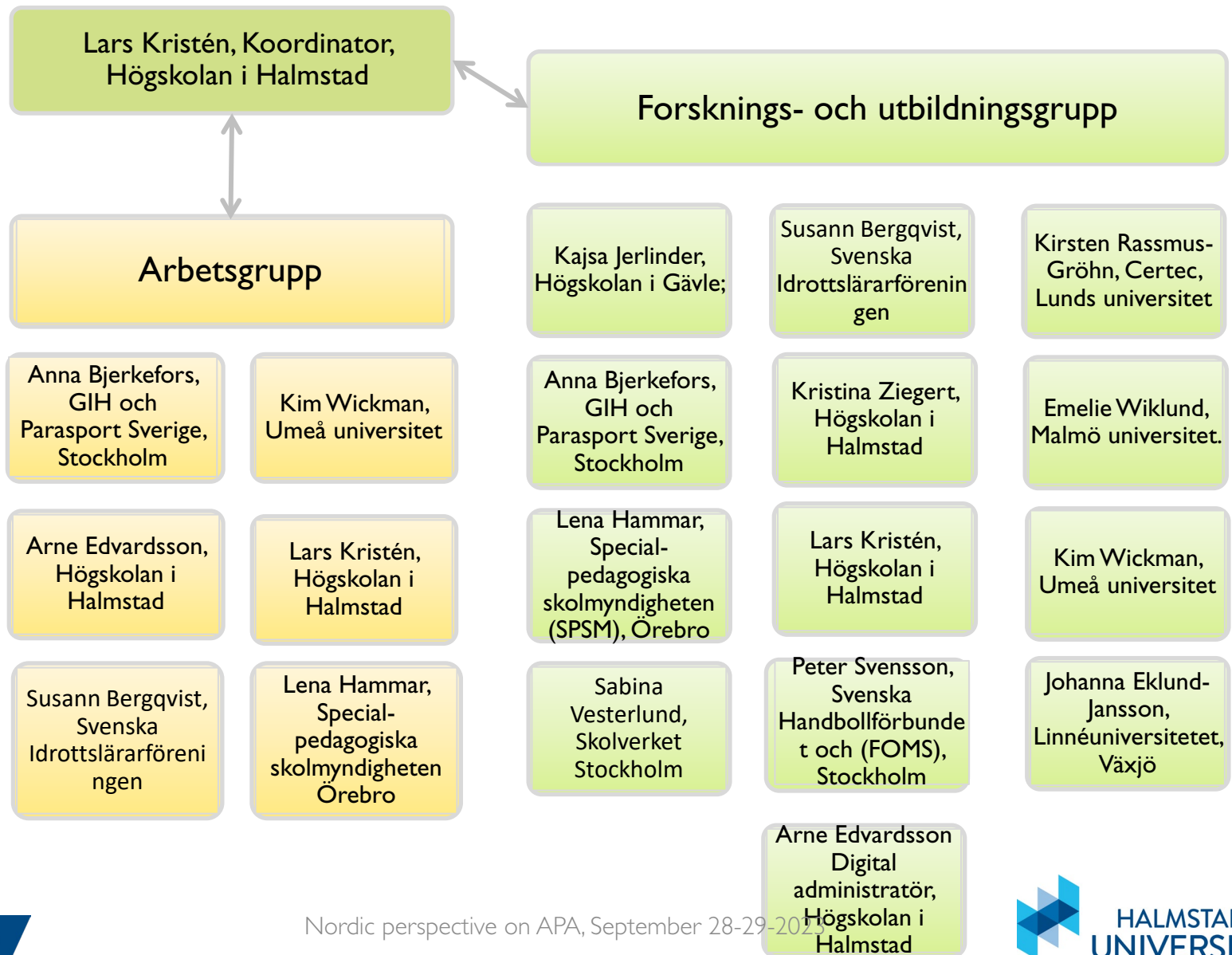


snafa

Svenskt nätverk för  
anpassad fysisk aktivitet

Pursue issues around the rights perspective for participation in physical activity.

# Organization chart SNAFA



# SNAFA in collaboration with:



Specialpedagogiska skolmyndigheten



Skolverket







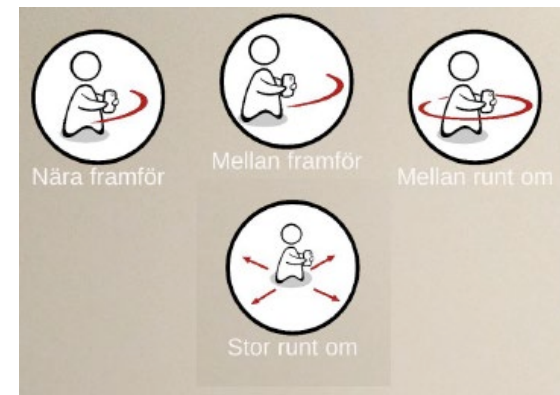
Photo by [David Grandmougin](#) on [Unsplash](#)

CERTEC-Lund University  
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Mainstream mobile exergames  
are inaccessible

- E.g. Pokemon GO
  - 170 million users
  - Increased physical activity 30 minutes per day, mild to moderate physical activity (short term)
  - Complicated game mechanics
  - Long walks
  - Fine motor skills
  - Visually complex

# Plantaliens: Bugs and clouds

- AR game (virtual characters in real environment)
- Play area 1 – 10 m diameter
- Sitting, rising, standing, walking
- Arm movements
- Clouds, 4 play area settings
- Bugs, 2 play area settings





# Swedish Paraspport Academy [anna.bjerkefors@gih.se](mailto:anna.bjerkefors@gih.se)

- an innovative environment for physical activity, sports, education and research through sharing knowledge from academia, business and society

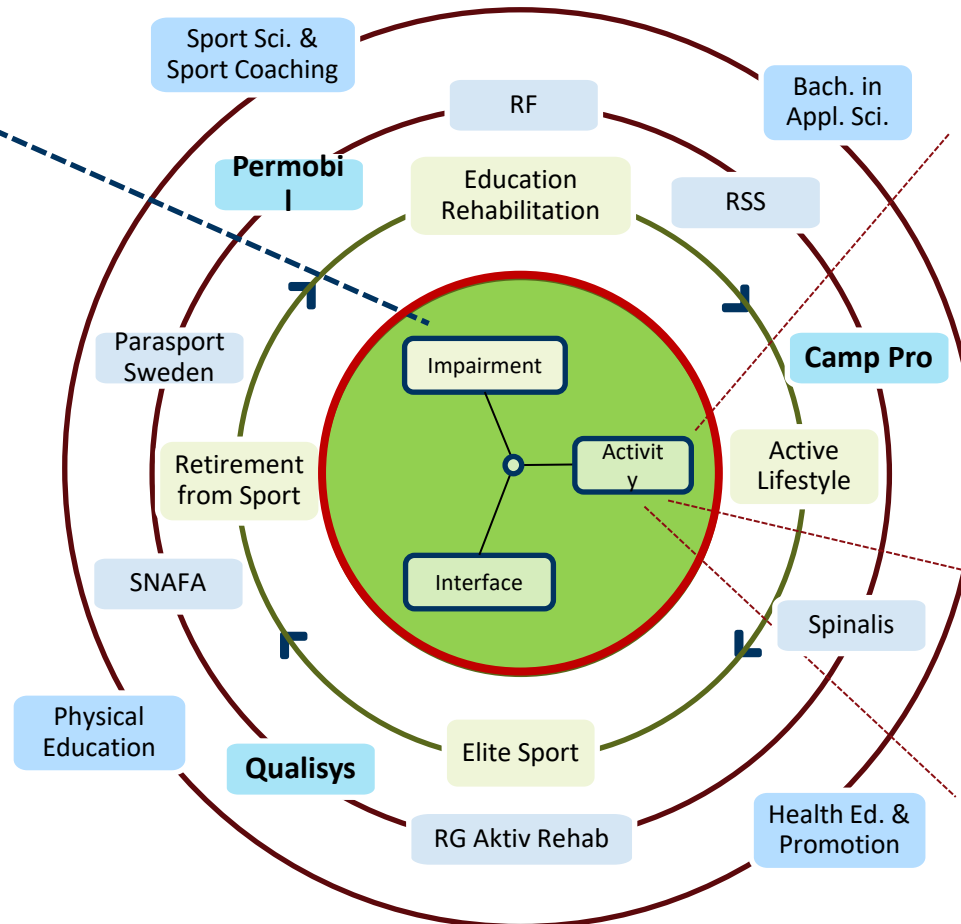


Neuromusculoskeletal Impairment

### Core Research Question

What is the impact of neuromusculoskeletal impairment on activities of daily living, leisure time physical activity and sport?

How to optimize the interface with equipment, i.e. maximize performance and minimize injuries?



Activities of Daily Living



Leisure Time Physical Activity



Competitive & Elite Sport

# Research projects about APA



- IDEAL- project - Intellectual Disability & Equal opportunities for Active and Long-term participation in sport

The IDEAL project aims to address **inequalities in sports participation for young people with intellectual disabilities (ID) by enhancing the quality of sport interventions and empowering them for improved physical and mental health.** Seven EU institutions with expertise in ID research have collaborated to assess existing ID sports programs, develop evidence-based interventions in four key sport areas, and create EU standards for high-quality ID sports interventions, with a focus on increasing participation and accessibility.

[Home | ideal \(idealproject.org\)](#) Contact: [svn.blomqvist@hig.se](mailto:svn.blomqvist@hig.se)

- Participation in physical activity for youth with autism

Development of a method for individualized physical activity interventions for adolescents with autism spectrum disorders.

This research addresses the issue of physical inactivity among adolescents, with a focus on those with autism spectrum disorders (ASD). It employs Q-methodology to identify individual-specific conditions for participation in physical activity (PA) for both ASD and non-ASD populations in Sweden and Australia. The aim is to **develop tailored interventions to enhance PA participation among adolescents with ASD, taking into account their unique needs and cultural variations while involving physical education teachers' perspectives.**

Previous published: Arnell, S. (2022). Participation in physical activity among adolescents with autism spectrum disorder: the perspectives of adolescents, parents and professionals (PhD dissertation, Örebro University). Retrieved from <https://urn.kb.se/resolve?urn=urn:nbn:se:oru:diva-99420>

Contact: [kajsa.jerlinder@hig.se](mailto:kajsa.jerlinder@hig.se)

- Anti-doping in International Paraspport: Athletes' perceptions of policy and practice

This research project aims to **understand the experiences and perceptions of international elite Para athletes regarding anti-doping policies and practices.** It highlights the unique challenges faced by athletes with impairments in the anti-doping system and seeks to improve its legitimacy, fairness, and effectiveness. The study involves collaboration between Swedish universities, the Swedish Paraspport Federation, and international Paraspport organizations, using a quantitative survey approach to gather insights from elite Para athletes. Preliminary findings underscore the importance of this research in addressing the specific needs of Para athletes within the anti-doping framework.

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- An accessible learning environment for everyone in physical education and health – focusing on social interaction

This **systematic review illustrates how teaching in Physical Education and Health can be designed for pupils, with or without disabilities, who face difficulties in social interaction.** The purpose of the review is to help teachers in their lesson planning, and to contribute to providing good conditions for all pupils, regardless of their ability, by creating an accessible learning environment.

[An accessible learning environment for everyone in physical education and health | Skolforskningsinstitutet \(skolfi.se\)](#)

Appelgren, A., Fröding, K., Fredriksson, K., Nakano Hylander, A., Bergman, M., Jerlinder, K., Wickman, K. & Hedman, A. (2020). En tillgänglig lärmiljö för alla i ämnet idrott och hälsa – med fokus på socialt samspel. Solna: Skolforskningsinstitutet. 58 s. (Skolforskningsinstitutets systematiska översikter 20)

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# Development project (APA)



- **Fitness assistant (assistant fitness instructor)**

Fitness Assistant is a professional title certified according to the European standard set by EuropeActive.

The purpose of a Fitness Assistant is to promote health and fitness among new and existing participants, actively assisting other leaders/employees in order to provide as welcoming and informative a training environment as possible. Hälsinglands Educational Association, in collaboration with its partners (University of Gävle is one of them), has developed a **training program through which individuals with intellectual disabilities can be certified as assistant personal trainers**, known as Fitness Assistants (EuropeActive - the international organization that issues formal certifications).

The trained individuals become qualified to assist trainers/leaders in the planning, administration, and implementation of individual and group training. As part of the project, a Supervisor Course is also created for support personnel who can serve as mentors to the target audience.

University of Gävle have been involved in developing the mentor training, and our students have participated and provided feedback on the training.

Learn more:

- <https://hufb.se/gymnasiesarskola/hoghammargymnasiet/idrottsgymnasiet/fitnessassistant.4.68580a1f176f5b613b52579f.html>
- [HUFB Mentorsutbildning\\_A4\\_20220518.pdf](#) (in Swedish)
- [2\\_FA\\_Utbildningsmaterial\\_2022\\_DELTAGARE\\_A4.pdf](#) (in Swedish)

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## The National Agency for Special Needs Education and Schools, SPSM

### Challenges...

- people with disabilities report worse living conditions, worse lifestyle habits and worse health compared to people without a disability
- children and young people with disabilities are less physically active than their peers
- teachers express that they do not know how to adapt teaching and make the learning environment accessible to children and students with disabilities
- children and students with disabilities do not have opportunities to participate on equal terms in everyday physical activities within the framework of education (recess/play, excursions, study visits, etc.)
- students with disabilities experience shortcomings in the opportunities to participate in physical education and some express that the teaching is unfair
- physical education is often de-prioritized when students with disabilities face challenges in school



# Every move counts

Final report from the governmental  
investigation - is addressing  
The school authorities



**The National Agency for Special Needs Education and Schools, SPSM**

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# Malmö University

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- Education
  - PE-teacher programme compulsory and upper secondary school 240-340 credits - Sport Science and Education: Perspectives on Inclusion, Teaching and Movement 18 credits - Adapted Physical Activity in a school for all 3 credits
  - The elementary teacher program 240 credits - Sport Science and Education: Play and Exercise Prerequisites 15 credits- Adapted Physical Activity for the younger ages 3 credits
- Research
  - Physical activity on prescription (PAP) to children in a school context - Experiences of using and promoting PAP in School health services to children who do not reach the recommendations for physical activity (e.g., due to functional variation). (PhD-project)

# The Swedish National Agency of Education

- Promoting inclusion and participation in education to be able to learn and develop

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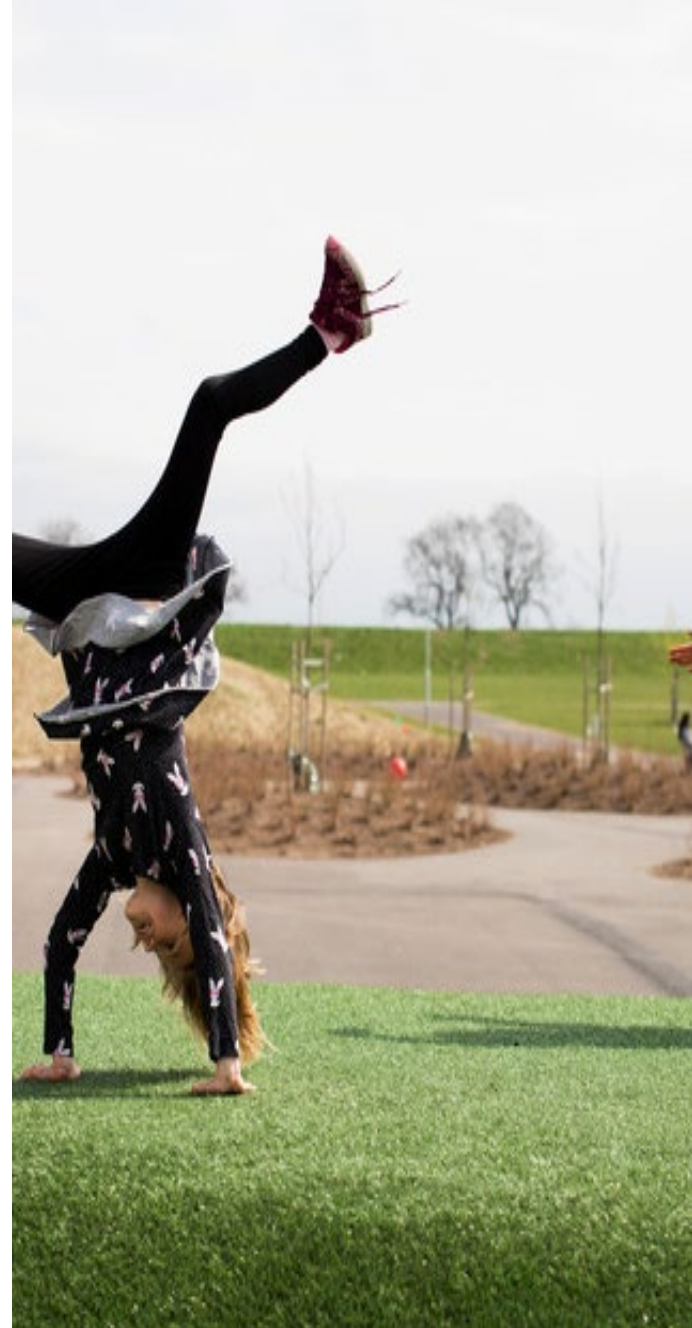
*Skolverket*

# The Curriculum stipulates clearly that...

- The school should promote understanding fo other people and the ability to empathise
- No one should be subjected to discrimination on the grounds of gender, ethnic affiliation, religion or other belief system, transgender identity or its expression, sexual orientation, age or functional impairment or other degrading treatment. All such tendencies should be actively combated.

The syllabus of physical education and health stipulates that;

- Teaching in physical education should create the conditions for all pupils throughout their schooling to regularly take part in physical activities at school, and contribute to the pupils developing good physical awarenesss and a belief in their own physical capacity



# Equal conditions in Sweden's largest popular movement- success factors for increased inclusion in the field of sport

The aim is to examine how inclusion is done in practice through investigating how different conditions enables and/or challenges the ongoing process towards equal conditions for people with disabilities sports participation. The project includes interviews from a national and local community level, with organisational representatives as well as athletes. The project also takes on a frame factor-perspective where contextual conditions are seen as factors influencing how the inclusion of parasports is carried out in practice.

The overall research question is:

Which conditions influence the implementation of the ongoing inclusion process within the Swedish Sports Confederation and what do they mean for the daily sports practice?





# NEW PUBLICATIONS

KLASSIKERNA I HVBG SVENSKA FÖRENINGEN FÖR ANSÖKARE  
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## Equal Abilities – The Swedish Paraspport Federation and the Inclusion Process

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 & Karin Wikström<sup>4</sup>

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### Abstract

A major organisational change is currently taking place in Swedish sports, with people labelled with disabilities leaving the Swedish Paraspport Federation (SPF) to participate in mainstream sports under the Swedish Sports Confederation. The aim of this study was to map the expectations of this ongoing process of the stakeholders of the SPF. Based on a questionnaire with 141 respondents connected to the SPF we found that, overall, the respondents were optimistic about mixed training groups, something that could point towards the possibility of equality between (abled) people labelled with disabilities and mainstream athletes. However, a rather large number of respondents found negative consequences in terms of the physical environment for PWD. This means that inclusion may create a dilemma regarding the relationship between the individual and the environment. We conclude that inclusion works at different levels of organized sports and there is insufficient knowledge about the impact of inclusion.

**Keywords:** activities, paraspport, athletes, sports organizations

2016 article in Scandinavian Journal of Sport Science with the journal online

10



## The pre-stage of inclusion—conditions for the mainstreaming process of paraspports within the Swedish Floorball Federation

Matti Andersson, Staffan Kägg & Kim Wikström

To cite this article: Andersson, Matti, Kägg, Staffan & Wikström, Kim (2016). The pre-stage of inclusion—conditions for the mainstreaming process of paraspports within the Swedish Floorball Federation. *Sport in Society*, 19(1), 103–121. doi:10.1080/14747059.2016.1152216

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## The Palgrave Handbook of Disability Sport in Europe

Policies, Structures and Participation

Edited by  
 Caroline van Lindert  
 Jeroen Scheerder  
 Ian Brittain

palgrave  
 macmillan



# Swedish PE Teachers' Association is working with for example:

- The school subject Physical Education,
- The journal *Idrott och hälsa* (Physical Education),
- Competence development for physical education teachers,
- The book *The physical education teacher and work environment*,



# Swedish PE Teachers' Association is also working with:

Appoints the award “PE teacher of the year”

Research and development in Physical Education

The Adolf Rosin Foundation awards scholarships for PE teachers

International cooperation regarding PE (EUPEA and NIS),

Interest organisations like SNAFA.

Recruiting members to the Swedish Teachers' Union

Website: <https://www.idrottslararna.se/>

# Halmstad University

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- Education
  - Psychology - focus on sport and exercise 180 credits-Sustainable and Healthy Participation in Sport and Exercise 15 credits - Sport and Inclusion through Adapted Physical Activity and Sports for the disabled, 5 credits
  - Health education program 180 credits - Ethical and critical approach to health education work 15 credits - Ethics and inclusion
- Research
  - Adapted physical activity – Collaboration and development for increased participation and inclusion in the subject of Physical Education. Halmstad and Malmö University (Swedish Institute for Educational Research)
  - Sports for young people with disabilities - collaboration and development for increased participation and inclusion in the sports movement (Center for Sports Research)

# Thank you for your attention!





I 6.00 Roundtable discussion on inclusion in Physical Education in school and Sports Movement:

**Which approaches and methods can contribute to the inclusion of children and young people with disabilities in PE in school and Sports Movement?**