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SEDY2 project

PAPAI programme Handbook 2020

Aija Saari, Afke Kerkstra & Tanja Ketola



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SEDY2 project – PAPA programme Handbook 2020

Authors: Aija Saari, Afke Kerkstra & Tanja Ketola

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Table of contents

1. Introduction	5
2. SEDY project	6
3. The PAPA I programme in Finland runs with the name Valtti	7
4. The Inholland University PAPA I-programme “My personal adapted sports coach”	11
5. Lessons learned	14
6. How to start your own PAPA I programme	17
7. References	18
Attachment 1a - I want my own PAPA I – Application form	21
Attachment 1b - Dutch addition to attachment 1a, visuals sport wishes	24
Attachment 2 - I want to become a PAPA I – Application form	26
Attachments 3 - Goals and success	28
Attachment 4 - Themes in electronic hobby-try-out diary	29
Attachment 5 - Feedback questionnaire for the participants	30
Attachment 6 - Follow-up questionnaire for the participants, one year after	33
Attachment 7 - Feedback questionnaire for the students	35
Attachment 8a - Consent form for the child/adolescent	38
Attachment 8b - Student agreement	39
Attachment 9 - Attitude, Social influence and Self-efficacy questionnaire 12+ years	40
Attachment 10 - Examples of factsheets of PAPA I (in Dutch)	44



1. Introduction

This is a revised PAPA I handbook 2020. The original handbook of the PAPA I project, based on Finnish pilot-phase experiences, was written in 2016 by Aija Saari and Heidi Skantz. This revised (2020) PAPA I handbook contains updated materials and lessons learned by the Finnish Paralympic Committee and Inholland University during 2017-2020.

The PAPA I programme is a social support model where a student or a volunteer called PAPA I helps a child or young person with disabilities to find a suitable sporty hobby. The title PAPA I comes from the words Personal Adapted Physical Activity Instructor. A PAPA I is, in a sense, a ‘personal trainer’ who helps the child or adolescent to find a hobby and to become more physically active. The aim of the PAPA I programme is to help children and youth with disabilities to find a hobby in sports or physical activity settings and increase their physical activity levels. The programme is based on individual and tailored physical activity guidance and instruction. Students of health and social care, sports and leisure management or education act as personal adapted physical activity instructors (PAPA I) for children or young people with special needs, aged 6-23 years. Students usually receive study credits for their involvement, and the amount of time they use in acting as a PAPA I can vary depending on their studies and the teacher.

The PAPA I model was invented and piloted in Finland during the EU-funded Sport Empowers Disabled Youth (SEDY) project during 2015-2017. After that, the programme has continued in Finland with special funding from the Finnish Ministry of Education and Culture in 2017-2019 and is currently a part of the Finnish Paralympic Committee’s youth sport activities. Since 2016, the PAPA I programme has been successfully implemented in co-operation with more than 20 Finnish universities or other educational institutions, 60 municipalities, 1300 students and 900 children and adolescents with disabilities. Approximately 50 % of the participants report that they found a hobby with the help of the PAPA I programme. In the Netherlands, the programme has been integrated into the Inholland University curricula since 2016. Altogether 72 children and young people have taken part, of which 63% reported that they found a new sport as a hobby as a result of the PAPA I programme.



2. SEDY project

The first SEDY project (2015–2017)

The original PAPA programme was a part of the three-year SEDY (Sport Empowers Disabled Youth) project (2015–2017), funded by the European Union Erasmus+ projects. The goal of the SEDY project was to help children and young people with disabilities to engage in physical activities. The SEDY project was coordinated by the Amsterdam University of Applied Sciences. There were altogether nine partners from seven countries (the Netherlands, Finland, Great Britain, Italy, France, Lithuania, and Portugal). The Finnish partner of the project was the Finnish Sports Association of Persons with Disabilities (today: the Finnish Paralympic Committee).

The SEDY project aimed to find solutions to problems related to lesser participation and lower physical activity levels of children and adolescents with disabilities compared to non-disabled peers. In 2015, the project gathered basic information from different countries, such as the prevalence of disabled children and figures of participation in physical activities. In 2016, the pilots, such as the PAPA programme, were introduced and tested. In 2017, the final year of the project, the gathered information and best practices were disseminated across Europe. The results and materials from the first SEDY project can be obtained through the new website: www.inholland.nl/sedy2.

SEDY2 project aims to improve the PAPA programme

The new SEDY2 project (2020-2022) continues promoting inclusion in youth sport. The project is coordinated by the Inholland University of Applied Sciences and has nine partners in the Netherlands, Finland, Portugal, Lithuania and Austria. At the first phase, the consortium will analyse the field of sport and inclusion. Next, it will focus on developing practical tools that promote inclusion to assist children and youth with a disability to become more physically active. At the final phase of the SEDY2 project, the new instruments are transformed into educational materials and disseminated via partners.

The PAPA programme is the starting point in the development of practical tools during the SEDY2 programme in 2020-2022. The PAPA programme will be improved and new instruments, such as educational materials for sport clubs and volunteer leaders, will be added.

Link to the SEDY2-project website:
www.inholland.nl/sedy2



3. The PAPAI programme in Finland runs with the name Valtti

At the national level, the PAPAI programme is coordinated and financed by the Finnish Paralympic Committee with its Finnish name Valtti. The programme runs in the whole country in co-operation with approximately 20 universities or other educational institutes and local municipalities. There are part-time PAPAI coordinators, employed by the Paralympic Committee, who assist in implementing the programme at the local level. Current partner organizations and localities are listed on the Finnish Paralympic Committee's Valtti website.

Link to the website: <https://www.paralympia.fi/liikunta/lapset-ja-nuoret/valtti>

The Valtti year-clock

The intake for the programme is conducted in the spring via a web-based project application form. The programme year starts in March-April by marketing and recruiting, and the pairing (finding a suitable PAPAI for each applicant) is done as soon as possible to make it easy for all participants to start the programme in the beginning of the new school year in autumn. Kick-off events are arranged in August-September for the participants and their families, the students and the sport providers, such as mainstream sport clubs. The try-outs usually take place between August and December. The results and feedback are collected and analyzed after the try-outs, usually in January-February. However, individual variations may occur in the time frame of the project. For instance, some families and PAPAIs have been willing to carry out the try-out phase during the summer.

Application forms for recruiting

The application forms for the children and adolescents (Attachment 1a: I want my own PAPAI) and for the PAPAIs (attachment 2: I want to become a PAPAI) are usually open nationally

from the 1st of March to the 30st of April. The application form is available on the website of the Finnish Paralympic Committee.

The participants (PAPAI child)

The target group is children and young people aged 6-23 with special needs, a disability or a long-term illness that hampers finding a hobby within sports or participating in sports. Families themselves get to determine whether the child or adolescent belongs to the target group, i.e. if they need this special intervention. Anyone can apply, but children and youth with disabilities are prioritized. If there are enough students willing to take part in the programme and act as PAPAIs, also a person above the age of 23 or someone who has other reasons to benefit from the programme, may get a PAPAI.

The students (PAPAIs)

Most of the students are directed to the programme via their university or educational institution and most of them, but not all, already have some previous studies on adapted physical activity. After the student has received the personal details (name, address, phone number etc.) of the child, their first duty is to contact the child or the family and organize the first meeting. In some cases, the first meeting is organized in the local kick-off event. The PAPAI learns about the participant's situation, needs and wishes by conducting an interview (attachment 3: Goals and success) and based on that, designs an individual hobby try-out plan (attachment 4: Themes in electronic hobby-try-out-diary). After that, the PAPAI contacts service providers, makes arrangements for the try-outs, and then carries out a minimum of 4 try-outs with the child. The try-outs will mainly take place during the autumn. In the end, the PAPAI conducts a feedback discussion with the participant and gives recommendations and ideas for the

future. The whole process is documented in an electronic diary (attachment 4). At the end of the process, a feedback questionnaire is sent to the participants (attachment 5) and they receive another questionnaire one year after the try-outs to find out if they are still active with the hobby acquired through the programme (attachment 6). The PAPA gives their participant a diploma, sends an invoice for their travel expenses to the Paralympic Committee and fills in a feedback form (attachment 7: Feedback questionnaire for the students).

Guidance for making the first contact and forms for planning the hobby-try-outs and documenting the experiences have been designed to support the PAPAIs. Prior to the try-outs, The Finnish Paralympic Committee provides a short information session or a longer training of several hours for the students depending on their needs and competencies. The students are also highly encouraged to use a new web-based training platform on adapted physical activity created in co-operation with the Pajulahti Sports Institute. Link to the training platform (in Finnish only): <https://www.paralympia.fi/palvelut/koulutus/verkkokoulutus>

In addition, PAPAIs are encouraged to participate in other adapted physical activity trainings or to assist in various adapted physical activity events and activities prior to the programme.

Consent forms

During the recruitment process, the participants and students are asked to give all relevant permissions and consent, such as permission to gather, store and use data and photographs for the duration of the programme. Earlier, this was secured with separate consent forms from the participants and the students. In addition, the participants are informed about how their personal data will be processed.

Finance and costs

Participation for children and young people with disabilities is free of charge as the Finnish Paralympic Committee pays the costs. However, the participants or their families must pay for insurance, travelling fees and other costs caused by the try-outs of the participant. The idea behind this is to ensure that the participants and their families are committed and have resources to carry on with the hobby also after the PAPA programme. PAPAIs are not paid any compensations for their work, but the Paralympic Committee covers their expenses, such as travelling or participation fees. Universities and vocational schools are responsible for providing insurance for their students.

Transport and personal assistance

Due to safety reasons, the PAPA is not a driver, nor a personal assistant. If the child needs a personal assistant, it should be arranged in other ways, usually by the families or caregivers. In such cases, the division of roles is the following: the assistant takes care of the special assistance of the child, such as going to the toilet or changing clothes, while the PAPA is responsible for the physical activities and guidance for the assistant, the group activity instructor or coach.

Duty of care

Legally (according to the Finnish law), a volunteer who works with children must present a copy of their criminal record for the employer. This does not apply for the PAPAIs because of the temporary nature of their activity and involvement. However, if the PAPAIs are students of health or welfare, the educational institution usually verifies this issue during the student recruitment process.

PAPA coordinators

Part-time PAPA coordinators support families, PAPAIs and sports clubs during the programme and act as links between the participating

educational institutions and the Paralympic Committee. At the beginning of the PAPAI programme, the coordinators were advanced students who received a small compensation for their work from the Paralympic Committee. Today, there are also municipal APA instructors or other professionals in the field who coordinate local activities as part of their normal work.

The most important duties of the PAPAI coordinator are to act as the local support-person for the students and govern local implementation of the programme. At the application phase, their task is to match the PAPAI with a child. The coordinators are also responsible for communication with the family and the PAPAI until they have been introduced. Moreover, they help the Paralympic Committee to organize a local kick-off event in the beginning of autumn. During the program, they act as problem solvers in various situations that may occur, such as if the PAPAI becomes ill, fails to run the try-outs or struggles to find suitable hobby alternatives. During the try-outs, they are also responsible for coordinating local costs and writing necessary diplomas for the students. They are encouraged to attend a national or regional feedback meeting with the Paralympic Committee before and after the programme year. The coordinators also used to collect the try-out diaries and photos from the students but since 2018, the PAPAIs have uploaded photos and diaries themselves to the online service.

Kick-off events

The PAPAI coordinators are strongly encouraged to organize a kick-off event for the families and students, with representatives from sport clubs and municipal service providers present. The event can be organized as a separate event only for the families and PAPAIs, but there are also positive experiences from multi-sport try-out events organized in conjunction with bigger mainstream sporting events.

The kick-off event provides the student an opportunity to meet the family and the child for the first time and do some try-out planning together. Moreover, it provides a chance for the families to connect while their children are getting to know their PAPAIs and doing some sport activities. The Paralympic Committee has also arranged short information sessions for the families about the nature of the PAPAI programme, importance of physical activity for children and youth with disabilities and its association with their wellbeing. Also, information on how to apply for a personal assistant has been provided.

Evaluation and follow-up

To evaluate the success of the programme, two key follow-up questions were established: 1) Did you find a hobby? and 2) How active are you now, compared to before participating in the programme? (See attachment 5). The programme is considered successful if the participant found a hobby during or after the experimental period and became more physically active. Another indicator of success is if the participant or their family has formed an idea of what could be a suitable hobby or form of exercise, e.g. winter sports that cannot be tested during the PAPAI period. Other factors are also studied, such as age, gender and feedback from the programme. Items related to functional difficulties are used to generate a marker for disabilities based on the questions of the Washington Group on Disability Statistics (WG). A follow-up questionnaire is sent one year after the try-outs to those participants who have given permission, to find out if they are still active in their sports hobby (See: attachment 6).

Feedback is also collected from PAPAIs by using a feedback questionnaire (attachment 7). In addition, the university teachers and municipal sport instructors are asked to give feedback either via an online survey or in local feedback seminars.

Half of the participants in 2016-2019 found a hobby

At the pilot phase in 2016, a total of 367 children and youth with special needs applied for their own PAPA!, of whom 237 carried out their hobby try-outs and 155 submitted the feedback form. Of those, 54% reported that they had found a sporty hobby and 61% that they had become more physically active (Saari & Skantz 2017).

During the following three years (2017-2019), altogether 889 children and adolescents submitted their application for the programme. As a result, 663 of them were assigned a PAPA! or a PAPA! pair, out of which 57% (n=381) completed the follow-up survey. The age range of the participants was 6-22 years with the mean age of 12 years. Two thirds of the participants were male and the majority (≥60 %) reported difficulties in making friends, self-care, concentration or communication. In the follow-up questionnaire, 44% of the respondents reported

increased physical activity levels and 79% would recommend the program to others. In total 41% found a hobby and 55% found ideas for a hobby which they planned to start later (Skantz 2020).

Being a PAPA! was a positive experience for students

During 2016-2019, around 1300 PAPA!s were involved in the programme, out of whom 668 submitted the feedback form. Most of them were students of physiotherapy, and for the vast majority, the programme had been a positive learning experience, with 85% saying that they would recommend the programme to their fellow students. Scheduling the meetings, identifying hobbies, contacting and keeping in touch the families had caused the biggest challenges. An unexpected positive outcome of the programme was that some students reported to having found part-time employment as a personal assistant for the child (Manni 2020).



4. The Inholland University PAPAI-programme “My personal adapted sports coach”

The PAPAI programme in Inholland University of Applied Sciences is part of the adapted sports specialization studies within the sports bachelor programme. The students do internships at organisations whose goal is to promote inclusion in sport for young people with a disability following the National Sports agreement, chapter: Inclusive sport (Ministry of Health, Welfare and Sport, 2018). They work under the supervision of an APA professional. During their internship they have several tasks and duties, one of which is carrying out the PAPAI intervention.

PAPAI intervention consists of the following steps:

Step 1: Organizational analysis and desk research

The students will immerse themselves in the organization, its vision and mission and examine how the target group is motivated to exercise more. The aim of writing the desk research is to explore the landscape of adapted sports, both in general and for the barriers of the child. Here the student will discuss epidemiology, the importance of exercise, participation in sports, barriers to sports and existing laws and regulations regarding the possibilities to exercise with a disability.

Step 2: Sports motivation through sports experience of the target group

During the first couple of weeks, the student will help the organisation to introduce sports activities for children with disabilities. It can be a specific target group of the organization (depending on the internship of the students) and support the organization with the promotion of sports. This is possible with clinics, but also with a “Ready to sport” meeting organised by the National Olympic Committee (NOC-NSF). The purpose of these meetings is to introduce children with a disability to various sports activities. The role of the student is to guide children in this. These can also be clinics in special education needs schools (an intervention called Special Heroes project in The Netherlands).

Step 3: PAPAI intervention

In consultation with the organization, the student and the APA professional determine who is eligible for personal coaching. For the individual coaching of a client, the student must actively search for a child with a disability with challenges in sports participation. The intervention covers a period of 10 weeks during which an intake takes place, supervision of 4-6 weeks with trial lessons in sports activities and a final evaluation, resulting in a plan for the preservation of the sports hobby. The goal is to find children and young people aged 6-23 years who have a sports wish, but do not know what is possible to participate in a sport program.

PAPAI intervention in more detail

Intake phase of the programme

An intake is conducted with the child, using the 'Physical Activity for people with a Disability model' (PAD model) (Van der Ploeg, 2004). It is a conceptual model that describes the relationships between physical activity behaviour, its determinants and functioning of people with a disability. It is based on a combination of the Attitude, Social influence and Self-efficacy model (ASE model) (De Vries, 1988), the Theory of Planned Behaviour (Ajzen, 1985) and Social Learning Theory (Bandura, 1986), along with the International Classification of Functioning model (ICF) (WHO, 2001). This model helps us identify which variables determine physical activity behaviour of people with a disability.

The purpose of the intake process is to map out the personal situation of the child, their disability according to the ICF model, motivation with regard to exercise by means of the ASE model, the wishes and needs and the efficiency and the barriers. Students will receive questionnaires from the University of Applied Sciences (See attachment 1b).

Based on the results of the intake and desk research, the student writes appropriate advice for at least three sports for the child. Before the advice (in a try out plan) is written, an inventory must be made of whether and where the recommended sports can be performed. The final advice is disclosed to both the child and the organization, which both parties then confirm with a signature. The participants (and their parents/guardians) are pre-informed about the program and are required to sign an agreement regarding participation in the program. (See attachment 8a: Consent form).

At the second session, a questionnaire is filled in to do some in-depth research on the Attitude, Social influence and Self-efficacy model and exercise self-efficacy (Annesi, 2006) to have

more insight in barriers, but also to evaluate the progress during the intervention (See attachment 9: for 12+ only).

Supervision and trial period

After the sports advice, the actual guidance of the child takes place towards recommended sports. Experience shows that approximately 6-8 trial lessons need to be arranged. During this coaching, a practical file is built up. This includes the evaluations that take place after each activity, the feedback from the participant and a completed diary. While asking for feedback, motivational interviews take place to continue motivating the child and/or to discover bottlenecks/areas for improvement. Reports of these conversations are included in the practice file. The students will use their skills in motivational interviewing (Miller & Rolnick, 1995). In practice, this means that they will act as a guide and supporter in the child's behavioural change process and promote for example positive attitudes towards sports or influence the social surrounding of the child by talking to the parents.

As a way to find additional support for the feedback given by the child and ensure that it is accurate, it is important that during the activity, the student observes how the child experiences the sporting activity and whether there is sufficient physical activity and involvement, pleasure etc. The results of observations are also included in the practical file.

Final evaluation

At the end of the coaching period, a final evaluation meeting is held. At this point, the current situation is evaluated by means of a conversation with the child and measurements (according to the initial measurement) to see what effect the sports activity and the motivational conversations had on the child. In addition, the student will have an evaluation conversation with the association or sports facility where the child

has been involved in sports (See attachment 5: Feedback questionnaire for the participants).

The project is concluded with a final advice to both the child and the association. After the project, the student is supposed to ensure that a transfer takes place to the professional / organization by means of a professionally designed fact sheet (attachment 10: examples of factsheets of PAPA I (in Dutch)).

The PAPA I model is all about a safe environment. The relationship between the student and child is based on trust. The student ensures a safe situation and takes responsibility. The student ensures data confidentiality. An exception is necessary information that is shared with the sports instructors in consultation with the participant (and parents/guardians). The student ensures that the participants have a pleasant time. After the project, the student ensures that the participant can contact the APA professional who has registered the participant. This is signed in an agreement (Attachment 8b).

The university provides instruction and preparation for students. In addition, researchers from the SEDY research group and students are conducting research into the effects of the program. The data of the participants is used anonymously for this research.

Outcomes of the PAPA I programme

Altogether 72 children and young people have taken part, of which 63% reported that they found a new sport as a hobby as a result of the PAPA I programme. Some qualitative statements were collected. "Finally, after four years of searching I found my sport with the help of the PAPA I student". For the participants the most important success factors are a good coach who listens to me, successful experience and fun. The APA-professionals who were involved in the programme asked for more structure and common guidelines. Students have found it a good learning experience.



5. Lessons learned

The PAPA model is an intervention that works. The most important element of success in the programme is that the PAPA programme finds solutions to real-life problems and all parties, e.g. The Paralympic Committee, the families, the sports clubs, the local authorities, universities, students, schools, the society, benefit from the success of the programme. At its best, the programme has encouraged the whole family to be more physically active. However, there are some essential learning outcomes that we want to share.

Firstly, there are some practical details to remember. The suggested number of try-outs is a minimum of 4. Based on the feedback questionnaires, the best results were achieved in cases where the PAPA had organized a separate start meeting, four or more try-outs and a final meeting with the child (Skantz 2020). Face-to-face meetings with the student and the child before and after the try-outs and involving the whole family in those meetings have shown to be important. To ensure that the family is aware of the hobby costs and is committed to the child's sport hobby in terms of available resources also after the programme, it has shown to be essential that the family pays the try-out expenses during the PAPA programme. For this reason, the PAPA are advised to take the family's economic situation into consideration when selecting possible hobby try-out opportunities.

Secondly, the activity must be fun. According to the participants' responses, the most important factors related to success in the PAPA programme were that it was fun to do sports, they had time for sports, they were heard when choosing the sports and activities, they noticed that they can and are able to do sports and that they had a good coach (Skantz 2020). It cannot be stressed enough how important it is to ask the participant's opinion, take their wishes into consideration and respect their voice in the process.

Consequently, the traditional selection of disability sports must not limit the possibilities. Disability-specific sports are an option, but not the only one. For instance, it was discovered that especially in Finland, the mainstream sport clubs were the only option for finding a hobby for many children and adolescents who live further away from bigger cities. This is an example of the fact that there may not be disability-specific options available for everyone. During the programme years in Finland, the most popular hobbies were swimming, soccer, equestrian, floorball and bowling (Skantz 2020).

A hobby-finder service can support both the PAPA and the families in the process. In Finland, a web-based hobby-finder service called *Löydä oma seura* (<https://www.paralympia.fi/palvelut/loyda-oma-seura>) was launched in 2017 by the Finnish Paralympic Committee as a response to PAPA reporting having had difficulties in finding suitable sporting options. In early 2020, there were 440 service providers, both disability-specific and mainstream, advertising via the service. In the Netherlands, the students use the



www.unieksporten.nl tool on which local adapted physical activity professionals present regional sport opportunities. The tool can also be used by families themselves not only to find a sports hobby but also to get information about other available means of support (transport, financial). In addition, the website provides information for sports clubs seeking advice on how to start an adapted physical activity group.

Concerning the sport clubs, the PAPA programme directs sports provision towards inclusion. Via the PAPA programme, sports club officials recognize in practice that there is a demand for inclusive activities. This may be their first contact with participants with a disability. Because a student (PAPA) with knowledge on the subject is present and active during the process, the programme works smoothly as a starting point for inclusion in the sport clubs and may lead to increased understanding about the concepts of diversity and inclusion within the sports context.

Evaluation is an essential part of the programme to be able to examine if the goals are achieved and to identify concepts that work and those that could be improved. It is highly useful and important to gather data both before and after the programme. This PAPA handbook provides examples of evaluation forms that can be used with the participants and PAPAIs.

Although the PAPA programme has been successful considering a number of positive outcomes, there are issues that we cannot change. In Finland, the biggest barriers to finding a hobby seem to be inability to travel to the hobby, not having a friend or companion to go with, not having a personal assistant and not finding a suitable activity (Saari & Skantz 2017; Skantz 2020). One of the reasons for this is the outdated Act of Disability Services in Finland as it does not fully support active participation of people with disabilities.

In the Netherlands, the new policy chapter to promote inclusion in sport for young people with a disability following the National Sports agreement, chapter: Inclusive sport (Ministry of Health, Welfare and Sport, 2018) states, that the number and variety of resources available to sports people with disabilities should be expanded. In practice, this means that more local adapted physical activity sports coaches will be recruited, and they will introduce a good sports governance code for sports providers.

The PAPA programme can be modified in many ways. In addition to the nation-wide PAPA model which covers almost the whole country, there are already examples of modifications. For instance, since 2018, Super-PAPAIs have been hired to cover the lack of PAPAIs in certain cities in Finland. Super-PAPAIs are current or former Paralympians or other athletes with a disability who have studied physical education or recreation. Their task is to work as a PAPA for 3-5 participants each, for a fee. Another example of a modification is a pilot running in the Tampere area studying the possibilities for a PAPA to work with a class in a school setting. The objective is to make it easier for the child with special needs to participate in a mainstream after-school sports club. The results of this PAPA pilot in a school setting will be reported in a master's thesis of physical education in 2021. Moreover, another recent modification of the programme is called "Adult-PAPA" (Aikuis-Valtti in Finland), which will be piloted with some residents in supported housing services. This is a new idea and its learning outcomes will be collected in 2021.

In the Netherlands, the Inholland model was not adopted by a national organisation, and consequently, the number of PAPA participants is not as high as in Finland. The programme has been run by the Inholland University of Applied Sciences searching for local partners to participate. Currently, there are six APA professionals supervising the students as the process of matching a child with a student is very



time consuming and cannot be assured by the university. From the perspective of the university teacher, working with PAPA students is very rewarding. The students come back with so many new experiences and questions. Sometimes communication is a challenge when students go off radar or there are other reasons for why they do not communicate. This is why it is highly recommended to work with small groups and have weekly meetings with them.

A programme like PAPA is a good combination of theory and practice. It can be a rewarding challenge for a development-oriented student and a great opportunity for students to prove their skills. The PAPA students are potential volunteers and future adapted physical activity professionals. During the programme, they create contacts and networks and get to know potential employers. Furthermore, the PAPA program has contributed, not only for tangible skills' development, but also for knowledge production and academic development. In Finland, altogether six bachelor's or master's theses have been published representing six different universities. The majority has focused on gathering feedback either from families, such as Skantz's master's thesis in 2017, or regarding programme implementation in a certain city, region or university. The authors have reported their results and findings in the national PAPA feedback seminars. Most of them have been gathered in the Finnish PAPA website: <https://www.paralympia.fi/liikunta/lapset-ja-nuoret/valtti>

6. How to start your own PAPA programme

In this handbook, we have provided examples of how to implement the PAPA programme either as a sports organization (The PAPA model in Finland, see chapter 3) or as a stand-alone university (The Inholland PAPA model in the Netherlands, see chapter 4). It is also possible for municipalities or other interested parties to launch a physical activity intervention like PAPA. Whoever you are and whatever your background is, there are four key questions to consider before you launch your own pilot: Where do you find the PAPAs, the participants, the money and the sport clubs?

Where do you get the PAPAs?

It is easiest to find the PAPAs if you are already active in a university or have contacts in one and have a possibility to integrate this programme into the curriculum (see chapter 4). Otherwise, you will have to find a university teacher and convince them to become your partner. In that, you may by all means use this handbook!

Where do you find the participants?

The best places for finding young people with disabilities are disability specific clubs and organizations and special schools. Try to convince them to become your long-term co-operational partners as their know-how and contacts are highly valuable.

Where do you find the money to cover the costs?

The programme costs are not likely to be very high if you plan to run a small-scale local programme yourself, do it as part of your work, have already established a co-operational network that can be utilized in the process and/or are able to have students acting as PAPAs, compensated by study credits for their work (see chapter 3). In addition to project money, there may be municipal or government authorities or private companies

who are willing to take part in covering the PAPA costs. It is important to have proper plans and methods for evaluation and follow-up from the very beginning (see chapters 3 and 4). Collect stories and photos. The more successful you are and the more clearly you are able to present the results, the easier it will be to get funding for the programme in the future.

Where do you find the sports, especially if local sport clubs are not very inclusive yet?

This is the tricky part. In some cases, it may be easier for the sport club coaches get to know disability sports or meet an elite athlete with a disability before introducing kids with disabilities. Check if there are programmes for human rights, non-discrimination, equality, and inclusion in sports. Find allies in the fields of adapted physical activity, disability sports and disability organisations. Be patient, it takes time to find a concept that works in your community and within your network.

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Websites

SEDY2-project website

- www.inholland.nl/sedy2 (14.10.2020)

Special Heroes project, The Netherlands

- <https://tools.kenniscentrumsportenbewegen.nl/sportfolio-internationaal/onderwerp/special-heroes/>

Suomen Paralympiakomitea, Valtti (website in Finnish)

- <https://www.paralympia.fi/liikunta/lapset-ja-nuoret/valtti> (14.10.2020)

Suomen Paralympiakomitea, Valtti [PAPAI] website in English

- <https://www.paralympia.fi/liikunta/lapset-ja-nuoret/valtti/in-english> (14.10.2020)

Suomen Paralympiakomitea, Löydä oma seura [Find your sportsclub] website

- <https://www.paralympia.fi/palvelut/loyda-oma-seura> (14.10.2020)

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Attachment 1a - I want my own PAPAI – Application form

This form is for children and young people aged 6-23 years with disabilities, long-term illnesses or special needs that complicate finding a hobby or participating in group activities who wish to get their own PAPAI. A PAPAI will assist in finding a hobby and acts as a friend, supporter and advisor during the hobby try-outs.

In case of minors, the form is to be completed by the guardian.

The form consists of six sections: A. Background information, B. Ability to function, C. Current physical activity, D. Hobbies, E. Wishes and F. Consent. The applicant must get acquainted with the application instructions and privacy protection on the PAPAI website before filling out the form. <https://www.paralympia.fi/liikunta/lapset-ja-nuoret/valtti/perheille> Obligatory fields are marked with a star. You can return to your answers and modify them at the end of the form before submitting the questionnaire. You can also print the application form. After submitting the form, you won't get a confirmation notification on your email.

The applicants will be informed whether they'll get their own PAPAI latest in June 2020. Please let us know if you no longer need a PAPAI due to changes in circumstances or finding a hobby, for instance. We will then be able to appoint a PAPAI to someone in need.

A. Background information

The PAPAI programme is meant for children and youth aged 6-23 with special needs. In addition to basic information about the applicant (age, residence, mother tongue), we need the contact information of a person with whom the PAPAI can be in touch in terms of meetings and hobby try-outs.

1. Contact details of the participant
 - First name, Surname, Mobile phone, Email, Address, Postal code, City
2. Contact information of the guardian or other contact person (required in case of minors)
 - First name, Surname, Mobile phone, Email, Address (if other than the applicant's)
3. Year of birth
4. Sex
 - Female / Male / Other/I don't want to say
5. Did the applicant participate in the PAPAI programme in 2019?
 - Yes, and found a hobby via the programme / Yes, but didn't find a hobby yet / Started the programme but discontinued. Why? / Applied for the programme but didn't get a PAPAI / Didn't apply for the programme last year.
6. Choose the closest PAPAI location to the applicant on the list. The PAPAI programme is primarily put into practice in these areas or in the proximity of these cities as there are educational institutes we co-operate with. It is possible to get PAPAI to other localities as well. The updated list of localities can be found on the PAPAI website.

B. Ability to function

7. Evaluate the applicant's ability to function in the following areas compared to (non-disabled) peers around the same age on scale from 1 to 4, in which 1 = no difficulties, 2 = some difficulties, 3 significant difficulties, 4 = not able.
 - Seeing, even with glasses?
 - Hearing, even with hearing aid?
 - Walking 100 meters, even with aid?
 - Taking care of themselves, such as eating and getting dressed
 - Being understood when talking
 - Learning things
 - Remembering things
 - Focusing, even on a pleasant task
 - Accepting changes in own routines
 - Controlling their behaviour
 - Making friends

8. Has the applicant been diagnosed with a long-term illness or disability by a doctor?
9. Is there anything else related to the applicant's ability to function that the PAPA! would benefit from knowing (e.g. aid for moving, medication, assistant)?

C. Amount of physical activity today

Physical activity refers to all activities that increase the heart rate and gets one out of breath for a moment for example during sports, playing with friends, going to school or participating in school P.E. lessons. Running, brisk walking, reeling, rollerblading, cycling, dancing, skateboarding, swimming, skiing, football, basketball and Finnish baseball are examples of physical activities. We will ask the amount of physical activity also after the PAPA! try-outs in order to examine, if participating in the programme had an impact on the applicant's physical activity levels.

10. Thinking about the past week (7 days), on how many days were you physically active at least for one hour (60 min)?
 - 0 / 1 / 2 / 3 / 4 / 5 / 6 / 7
11. How much time does the applicant spend being physically active during a normal week?
 - Not at all / Approximately half an hour per week / Approximately an hour per week / 2-3 hours a week / 4-6 hours a week / 7 hours or more per week

D. Current hobbies

Hobbies refer to all kinds of activities that take place regularly outside school hours or on spare time and that is not therapy. We will ask about hobbies also after the PAPA! try-outs in order to examine if the PAPA! programme was successful in finding a hobby.

12. Does the applicant have a sporty hobby?
 - No / Yes, please describe
13. Thinking about the past week (7 days), on how many days did you take part in an activity outside your home on your spare time (e.g. music, art, sports, scout etc.)?

- 0 / 1 / 2 / 3 / 4 / 5 / 6 / 7

14. Describe habits and routines related to sports and physical activity and hobbies of the applicant's family.
15. Explain in your own words why the applicant should be chosen for the PAPA! programme.

E. Wishes and consent

16. What other times would be suitable for the applicant's PAPA! try-outs?
17. In what kinds of aspects would you want your PAPA! to help the applicant? Choose the three most important forms of support. The PAPA! will primarily act as a friend, supporter and advisor in finding a hobby. The PAPA! can't act as a driver or personal assistant due to safety and responsibility reasons.
 - Finding pleasant and suitable options within sports
 - Creating contacts with service providers and instructors of sports activities; arranging try-outs
 - Being a hobby buddy and support person
 - Encouraging in acting more independently
 - Inspiring to be physically active in the daily life
 - Acting as my personal trainer
 - Advising and instructing other instructors and coaches in the try-outs
 - Giving the family advice on various special issues that facilitate my hobbies
 - Assistance (transitions, hobby situations, getting dressed, etc.)
 - Encouraging the entire family into being active together
 - Giving additional tips in order to diversify the current hobbies
 - Other, namely
18. Which sports or forms of physical activity would the applicant want to take part in or test?

F. Consent

Please get acquainted with the information about gathering, handling, storing and using of your personal data on the PAPA website.

19. Applicant's consent

Trying to find a hobby for a child or adolescent is beyond challenging if the child or young person is assigned to the programme against their will or has no interest in sporty hobbies. We recommend the applicant's interest towards sporty hobbies to be clarified prior to filling out the application.

- The interests regarding sporty hobbies has been discussed with the applicant and the applicant is interested in the programme and willing to find a hobby.

20. Insurance

The family or other care provider of the participant is responsible for insurances in case of possible injuries.

- I have understood and agree that the applicant is responsible for insurance in case of possible injuries.

21. The applicant is responsible for any fees caused by the hobby try-outs and travelling expenses to the hobby locations.

- I have understood and agree that the applicant is responsible for the possible hobby try-out fees and travelling expenses.

22. Collecting, storing and use of personal data

The information gathered through this form is used in matching the PAPA pairs and in monitoring and evaluation of the PAPA programme. The information is collected in the Webropol service and stored in the electric PAPA share point platform for the duration of the programme. The applicants can at any time check up their information and ask for it to be deleted. The information can only be accessed by the personnel of the Finnish Paralympic Committee, the PAPA coordinators and the PAPAIs. The information will not be disclosed to third parties. Information that enables people to be identified will be deleted when the evaluation is completed in the spring 2020.

- I have understood and agree that the information collected via this form is stored and used as described above.

23. Permission to be photographed

The PAPAIs are encouraged to take photos and possibly also short video clips on the try-outs. They will be used in the last meeting as support material when the PAPA and the participant are discussing which of the try-outs was the most pleasant. We recommend the broad permission, as the Finnish Paralympic Committee will then be able to communicate about sports and encourage others to gravitate towards hobbies through the photos and stories.

- The concise permission to be photographed. The photos taken by the PAPA can only be used by the family and PAPA (in the last meeting, for instance).
- The broad permission to be photographed. The Finnish Paralympic Committee can use the photos in communication related to the PAPA programme (i.e. social media).

24. Permission to store and use the information of the contact person

The information of the contact person is stored in the Webropol service and PAPA share point platform for the duration, where it can only be accessed by the personnel of the Finnish Paralympic Committee and the PAPA coordinators. The contact person commits to be available in PAPA related matters and to answer a feedback questionnaire with the applicant. The feedback form is sent directly after the try-outs or latest in January 2021. We also hope that the contact person can answer to a short follow-up survey one year after the try-outs (January 2020).

- The information of the contact person can be stored for contacting and the PAPA feedback surveys.

Attachment 1b - Dutch addition to attachment 1a, visuals sport wishes

My sport wishes are:



individual



group



indoors



outdoors



watersport



no watersport



with a ball



without a ball



competition



for fun

Attachment 2 - I want to become a PAPA I – Application form

This form is for people who wish to enrol as PAPA I s. A PAPA I is, in a sense, a coach, support person and a tutor who helps a child or adolescent find a hobby and to be more physically active. The goal is to find a hobby and increase physical activity of the child.

It will take some 10 minutes to fill in the application form. This information will be used when we try to find you a suitable PAPA I child.

Your contact details will also be used in the follow-up (monitoring) of the program. Your details will be handled with confidentiality and they will not be handed over to third parties. Your personal details are deleted after the program evaluation is ready, latest in May 2021.

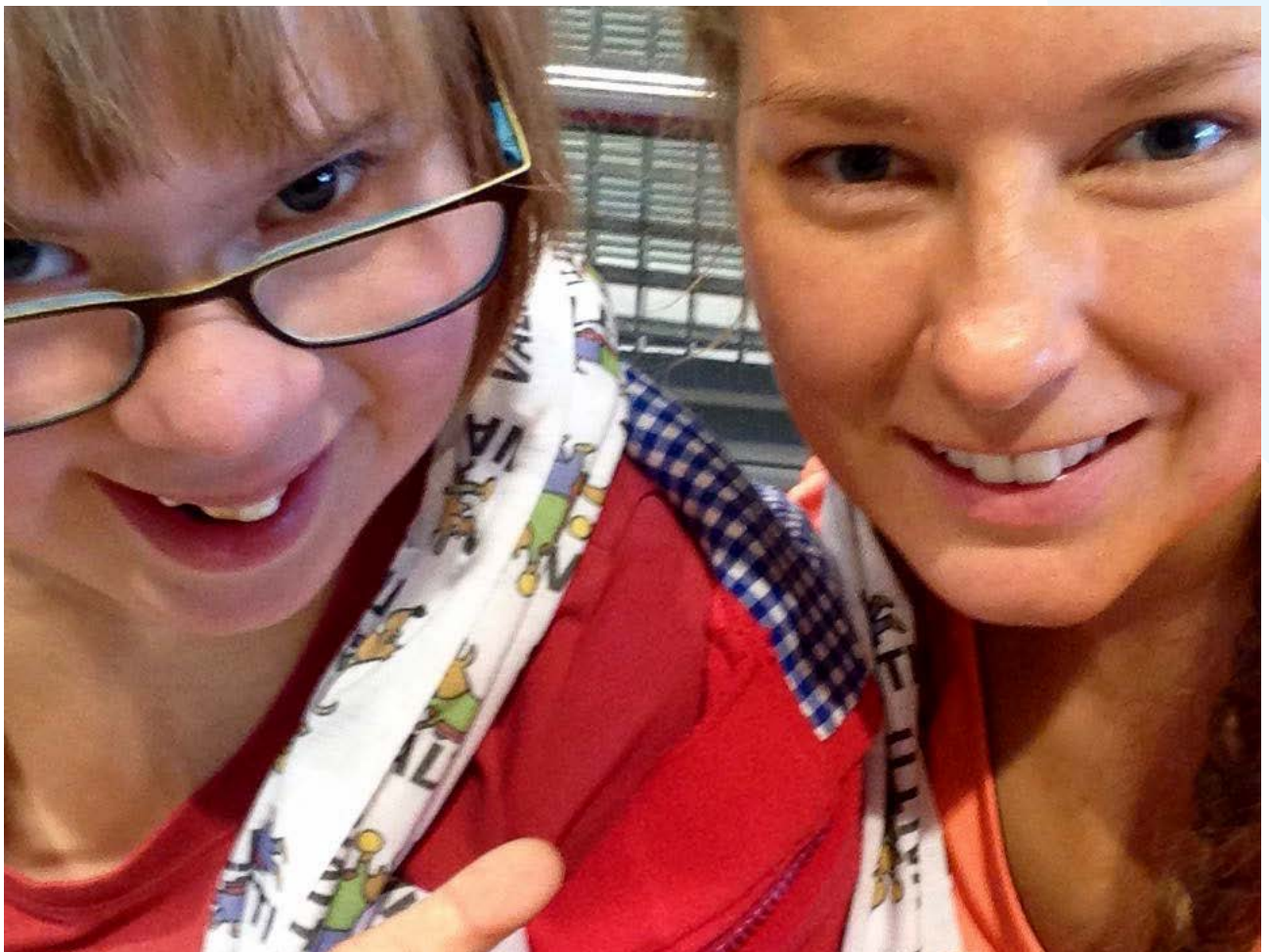
You will be notified of who your own PAPA I client is during April–May. You will also be provided with detailed instructions for the next steps from your own PAPA I coordinator. Even though there is a need for many PAPA I s, we cannot guarantee that everyone gets their own PAPA I child/adolescent.

Please note that it is your duty to find out what kind of credits you receive from your educational institute for the project and to ensure that you have applicable insurance to be acting as a PAPA I. Additional information: Youth sports coordinator XXXX

1. Contact information
 - First name, Surname, Mobile phone, Email, Address, Postal code, City
2. Where do you study?
 - Name the educational institute / I am not a student; I wish to volunteer as a PAPA I.
3. What is your professional background, or what are you studying?
 - Sports, leisure and recreation / Teaching/ pedagogics / Physiotherapy / Occupational therapy / Nursing / Social work and welfare / Other, please state
4. Gender
 - Female / Male / Other/I don't want to say
5. In which city or area would you prefer to work during the PAPA I experiments?
6. Where else in Finland could you act as a PAPA I?
7. In which languages can you communicate and execute the PAPA I period?
 - Finnish / Swedish / English / Sign language / Other, please state
8. Do you have a driving licence and access to a car?
 - Yes / No / According to need
9. Tell us briefly about your strengths and your experience. Also let us know if you have previous experience in working with children and young people with disabilities, long-term illnesses or with special needs.
10. What are your hobbies? And what is your own sporting background?
11. Is there anything particular we should know when we select a client for you? For example, do you know that you will be unavailable for a certain period of time due to a trip, internship, etc.?
12. What kind of support or training do you need?
 - I can educate myself on the internet / I'd like to participate in some workshop / I'd like to come along to practical events / Other, please state
13. Are you interested in some extra duties?
 - I'm willing to take more than one PAPA I child / I'm willing to help to organize the kick-off event / I'd like to do my thesis on the subject / I'm interested in something else, please state
14. Insurance. Choose the option that best describes your situation.
 - Working as a PAPA I is part of my studies and I'm insured by my institute. / Working as a PAPA I is part of my studies, but I don't know yet if I'm insured by my institute. I will look it up. / I don't have an insurance and I will need one

15. Are we allowed to publish photos that are taken of you during the PAPAII programme? In kick-off -events, for instance? (Yes/No)
16. Confidentiality. I promise to be trustworthy and will meet my PAPAII child without extra delays, make the hobby try-out plan and organize minimum of 4 try-outs. In case of any problems or cancellations, I will immediately inform the family and child and also my PAPAII coordinator.
 - I have understood and agree
17. Data protection. I will handle the personal information about the child with care.
 - I have understood and agree
18. The Finnish Paralympic Committee can store my personal data during the program in share point until the final evaluation in May 2021. More information (in Finnish) <https://www.paralympia.fi/tietosuojaseloste-webropol>
 - I have understood and agree
19. Finishing up. I will use the electronic PAPAII diary to report the try-outs and my travel expenses to the Finnish Paralympic Committee in good time. I will take care of the study report to my institution by myself.
 - I have understood and agree
20. Other questions or inquires?

Thank you for signing up!



Attachments 3 - Goals and success

First meeting

- Date and place
- Goals (3) by mutual decision
- Further information
- Feedback of the participant

Last meeting

- Date and place
- Goals achieved
- Further information and plans for the future
- Feedback of the participant



Attachment 4 - Themes in electronic hobby-try-out diary

1. Instructions
 - Electronic diary instructions
2. Information about the PAPAII-pair
 - PAPAII: First name, surname, telephone number, email, city
 - Information of the other possible PAPAII: First name, surname
 - Place
 - PAPAII coordinator
 - PAPAII child/adolescent: first name, surname
3. First meeting/interview
 - Date
 - City
 - Goals
 - Feedback from the PAPAII child/adolescent (Very pleased / Neutral / Very disappointed)
4. Hobby try-out diary
 - Test 1: date, place, subject/activity, additional information, feedback from the PAPAII child/adolescent (Very pleased / Neutral / Very disappointed)
 - Test 2: date, place, subject/activity, additional information, feedback from the PAPAII child/adolescent (Very pleased / Neutral / Very disappointed)
 - Test 3: date, place, subject/activity, additional information, feedback from the PAPAII child/adolescent (Very pleased / Neutral / Very disappointed)
 - Test 4: date, place, subject/activity, additional information, feedback from the PAPAII child/adolescent (Very pleased / Neutral / Very disappointed)
 - If you have arranged more than 4 hobby tests, describe them shortly.
5. Last meeting/End discussion
 - A diploma for the PAPAII child/adolescent
 - Date and place
 - Reflection on if/how the goals were achieved
 - Additional information and future plans
 - Feedback from the PAPAII child/adolescent
6. Transport fees & evaluation
 - Hobby tests from where it has gathered fees (e.g. participation fees, transport fees), that has in advance been discussed with the PAPAII coordinator, will be refunded. Transport and other fees should be submitted before 14.12.2020. The transport fees must not be signed. You can attach it to the already filled out form.
 - Everyone who have answered, will have a chance to win a gift card worth 50 euros. If you want to have a chance to win, please fill out your contact information at the end of the form. With this form you are able to order the magazine xxx without any charges to your e-mail, order the newsletter or to leave us a message with your own name e.g. if you are interested in working in the field.
 - Link to the evaluation form.
 - My PAPAII-project...
 - has been a success / has been interrupted, why?
 - End comments/greetings

Attachment 5 - Feedback questionnaire for the participants

Hi! You participated in the PAPA I programme in 2019. The PAPA I programme is a project of the Finnish Paralympic Committee with the aim to help children and young people to find a sporty hobby. With this questionnaire, we want to map out the experiences of the participants and the results of the programme (are you more physically active and did you find a hobby).

The aim of this questionnaire is to find out the experiences of the child or young person who participated in the programme, so it is designed to be filled out by the child or adolescent together with their guardian. It takes approximately 10 minutes to fill out this form. Obligatory questions are marked with a star. You can return to your answers and modify them at any time before submitting the questionnaire. Please answer according to those tryouts that were realized if your tryout period is still ongoing or was discontinued.

Please fill out the questionnaire by 23.2.2020. As a thank you for your time, you have a chance to win one of the two 50-euro gift cards to a sport store that we will raffle between all respondents in March. We will contact the winners directly by phone or e-mail. If you have any questions, please contact one of the following people: xxx

If you have questions regarding filling out the form or the research: xxx

Thank you for your time!

1. Information about the participant of the PAPA I programme (child/adolescent)
 - First name, Surname, E-mail of the guardian, E-mail of the child/adolescent
2. Gender
 - Female / Male / Other / I don't want to say
3. Age
4. Choose the alternative that best describes your situation.
 - I participated in the PAPA I programme and completed it. / I participated in the PAPA I programme and the tryouts are still ongoing. / I participated in the PAPA I programme but did not finish it.
5. As you answered that you did not finish the PAPA I programme, we would like to know why. From the list below, choose the reasons for why you discontinued taking part in the programme.
 - I didn't have enough time.
 - I wasn't motivated enough.
 - We didn't manage to fit the try-outs in the schedule of my PAPA I.
 - We didn't find suitable hobby try-outs for me.
 - Arranging transport to the hobby locations was impossible.
 - Programme related costs.
 - I didn't get along with my PAPA I.
 - Getting sick/Health related reasons.
 - Moving to another locality.
 - Other, please describe
6. Did your PAPA I arrange...? (Yes/No)
 - a first meeting, where you discussed your goals and wishes
 - a feedback meeting at the end, where you discussed your goals and your plans for the future
7. How many hobby try-outs did you attend to during your PAPA I programme, in addition to the first and last meeting with your instructor?
 - 1 / 2 / 3 / 4 / 5 / more than 5, how many?
8. Which sports did you test during the PAPA I programme?
 - Football, Judo, Ice-hockey or sledge hockey, Bowling, Climbing, Basketball, Gym, Sports Club, Riding/equestrian, Floorball, Circus, Badminton, Dance, Swimming, Track and field, Other, what?
9. Were there costs caused by the PAPA I programme? Estimate the costs in euros in the box after the Yes button.
 - Entrance or participation fees
 - Transport
 - Equipment
 - Other, please describe

10. Comparing the time in the spring when you applied for the PAPA programme in 2018 and today, has the amount of time you spend being physically active (e.g. physically active spare time activities, participating in physical education in school) ...?
- increased a lot / increased a little / remained the same / decreased a little / decreased a lot / It's hard to tell
11. Did you find a hobby that you've kept up with via the PAPA programme? (Yes/No)
12. Which hobby/hobbies that you've kept up did you take up via the PAPA programme? How often do you practice? (scale: less than once a week / 1-2 times a week / 3 times a week or more)
- Football, Judo, Ice-hockey or sledge hockey, Bowling, Climbing, Basketball, Gym, Sports Club, Riding/equestrian, Floorball, Circus, Badminton, Dance, Swimming, Track and field, Other, what?
13. Use the following statements to estimate, which factors kept you from finding a sporty hobby.
- I'm not able to travel to the hobby location.
 - I don't have an assistant who could keep up with the hobby with me.
 - I don't have a transport to the hobby location.
 - I don't have anyone to exercise with.
 - I didn't find a suitable group.
 - I don't know what hobby I could take up.
 - The hobby location is too far away from home.
 - I feel that I'm not capable.
 - I had experiences of failure during the PAPA programme.
 - I didn't have a say on the try-outs.
 - I don't have time to exercise.
 - I couldn't find suitable equipment for my hobby.
 - The instructors of the sports that I tried weren't good.
 - I don't like to exercise.
 - The hobby location was not accessible.
14. Use the following statements to estimate, which factors helped you in finding a sporty hobby.
- It's fun to do sports or be physically active.
 - I had a say on the choice of hobby.
 - I have time to exercise.
 - The instructor of the hobby is good.
 - I enjoy being part of the hobby group.
 - I realized that I am capable.
 - I had suitable transportation to the hobby location.
 - The hobby was located near.
 - I found an assistant who will keep the hobby up with me.
 - I can independently travel to the hobby location.
 - I found suitable equipment for the hobby.
 - I found someone to exercise with.
15. Did you find ideas for or possible hobbies that you could take up later on via the PAPA programme?
- Yes, I did, please describe
 - No, I did not
16. Use the following statements to evaluate the PAPA programme.
- The time frame of the PAPA programme was fitting for my family.
 - Matching schedules with the PAPA worked out well.
 - The duration of the PAPA programme was adequate.
 - The tryout fees were reasonable for my family.
 - I would apply for the PAPA programme again.
 - The PAPA programme inspired the whole family to be more physically active.
 - I got new ideas on how to get more diversity in my hobbies via the PAPA programme.
 - I would recommend the PAPA programme to others.
17. Feedback on the PAPA programme
18. Feedback on this questionnaire

19. Follow-up of the PAPA I programme. We also want to follow the long-term effectivity of the PAPA I programme. We will send out a short follow-up questionnaire for the respondents of this survey one year from now (2020). We ask for your permission to save contact information of the participant and/or their guardian in the follow-up register of the PAPA I programme.
- I have read and understood the information related to the privacy and protection of my personal data. I accept that my data will be stored and used for project monitoring and research purposes.
 - I accept, that my contact information is saved for the follow-up questionnaire in 2020.
 - I don't want to participate in the follow-up study.

20. Contact details for the PAPA I follow-up
- First name, Surname, Telephone, E-mail
21. Raffle. You have now completed the survey. You can still return to your answers and modify them by clicking the Previous button. If you are ready, click on the Submit button. Thank you for your time and feedback, have a nice day!
- I want to take part in the raffle.
 - I don't want to take part in the raffle.

Thank you for your answers!



Attachment 6 - Follow-up questionnaire for the participants, one year after

You participated in the PAPAI programme [a year ago]. The PAPAI programme is a project of the Finnish Paralympic Committee with the aim to help children and young people to find a sporty hobby.

With this questionnaire, we want to map out the results of the programme (were you more physically active and did you find a hobby) roughly a year after the try-outs. The aim of this questionnaire is to find out the experiences of the child or young person who participated in the programme, so it is designed to be filled out by the child or young person together with their guardian. It takes approximately 5 minutes to fill out the questionnaire. Obligatory questions are marked with a star. You can return to your answers and modify them at any time before submitting the questionnaire.

Please fill out the questionnaire by [ddmmyy]. As a thank you for your time, you have a chance to win one of the two 50-euro gift cards to a sport store in a raffle between all respondents in March. We will contact the winners directly by phone or email. If you have any questions, please contact one of the following people.

Thank you for your time!

1. Information about the participant of the PAPAI programme in [year] (child/adolescent)

- First name, Surname, Postal code, Guardian's email

2. Gender

- Female / Male / Other / I don't want to say

3. Age

4. Amount of physical activity

Comparing the time when you applied for the PAPAI programme in [year] and today, has the amount of time you spend being physically active (e.g. spare time activities, participating in physical education in school) ...?

- increased a lot / increased a little / remained the same / decreased a little / decreased a

lot / It's hard to tell

5. Did you find a hobby via the PAPAI programme?

- Yes, and I keep up with it regularly / Yes, but I don't keep up with it regularly / Yes, but I haven't kept it up / No, I did not / No, but I found a sporty hobby later on

6. What is your hobby and how often do you practice it? (scale: less than once a week / 1-2 times a week / more than 3 times a week)

- Football, Judo, Ice-hockey or sledge hockey, Bowling, Climbing, Basketball, Gym, Sports club, Riding/equestrian, Floorball, Circus, Badminton, Dance, Swimming, Track and field, Other, what?

7. If you are not physically active

Use the following statements to determine which factors have influenced on you not being physically active. If you exercise regularly, you can skip this question.

- I don't have time to exercise
- I don't have anyone to exercise with
- The instructors of the sports I tried were not good
- don't like exercising
- I feel that I am not capable
- I can't travel to the hobby independently
- I don't have suitable equipment to exercise
- The hobby location is too far away
- I don't have a transport to the hobby
- I don't have an assistant who would exercise with me
- I couldn't keep up with the hobby without a suitable group
- The hobby location wasn't accessible
- Health related reasons
- Other, please describe

8. Feedback on the PAPAI programme?

9. Feedback on this questionnaire?

10. We will be raffling two 50-euro gift cards to a sport store between all respondents in March. We will contact the winners directly by phone or e-mail.

- I want to take part in the raffle. Fill out your contact information here. If you are under 18

years of age, please ask your guardian for permission to participate and fill out their contact information here. / I don't want to take part in the raffle.

11. I have read and understood the information related to the privacy and protection of my personal data. I accept that my data will be stored and used for project monitoring and research purposes.

- Yes, I agree / No

You have now completed the survey. You can still return to your answers and modify them by clicking the Previous button. If you are ready, click on the Submit button. Thank you for your time and feedback, have a nice day!



Attachment 7 - Feedback questionnaire for the students

You have been acting as a PAPA I in the physical activity project of the Finnish Paralympic Committee, whose goal is to help children and adolescents to find an exercise hobby. With this form, we collect experiences and feedback about the PAPA I project. Your feedback is important to us. We appreciate your feedback even if you were not able to finish your PAPA I period. All feedback is useful in project development.

Answering is anonymous. It takes approximately 10-15 minutes to fill out the form. The feedback form is also available in Swedish and Finnish. Try to answer as many questions as possible, even if your PAPA I period is still ongoing.

If you have been instructing more than one child/adolescent, please answer from the perspective of the one you last instructed. You can supplement your answer in the end of the feedback form.

In January year], there will be raffle for three gift cards to Intersport worth 50 euros. If you want to have a chance to win, please leave your contact information on the new tab opening at the end of this questionnaire. Your contact information will not be linked with this feedback form.

More information: [contact names and details]

Please answer before the Holidays [ddmmyy] !

A. Background information

1. What is your current status concerning the hobby-tryouts, are they
 - completed / ongoing / finished halfway, why?
2. Your age
 - under 20 / 21-30 / over 31 / no answer
3. Your sex
 - Male / Female / no answer
4. Did you do the PAPA I project as a part of your studies or as a volunteer?
 - as a volunteer / as a part of my studies
5. If you acted as a PAPA I as a part of your studies,

which educational institution do you study at?

- Metropolia UAS / Arcada UAS / Lapin UAS / Kainuu UAS / Jyväskylän AMK / Karelia AMK / Jyväskylä UAS / Liikuntakeskus Pajulahti / Saimaan UAS / XAMK / Oulu UAS / Laurea UAS / Seinäjoen AMK / University of Tampere / TAMK

6. Which field do you work/study in?

- Sports, youth, health / Physio- or occupational therapy / Social field / Healthcare / Education or pedagogy / Other, what?

B. Your activity as a PAPA I

1. Number of PAPA I instructors and children.
 - (1-1) I acted alone as a PAPA I for one child/adolescent / (2-1) We were two PAPA Is for one child / (1-2) I acted as a PAPA I for two or more children/adolescents / (3-1) We were three PAPA Is for one child/adolescent / Other, what?
2. How many hobby try-outs did you arrange for the child or adolescent? One hobby try-out = one visit to a sports center/sport club/working out together. Answer from the perspective of the one you last instructed if you acted as a PAPA I for more than one child/adolescent.
 - Not a single one / 1 / 2 / 3 / 4 / 5-7 / 8 or more
3. When did you do the hobby-tryouts?
 - Summer / Beginning of autumn / The end of autumn / Other, what?
4. Did you arrange a separate first meeting with your child/adolescent? We recommended the first meeting to take place before the hobby try-out period or, if not possible, in conjunction with the kick-off event. Answer from the perspective of the one you last instructed if you worked as a PAPA I for more than one child/adolescent.
 - Yes, I arranged a separate first meeting / We met at the kick-off event / No, I did not arrange a first meeting but... (tell us how you got started)

5. Did you arrange a separate feedback meeting in the end? A feedback meeting = a separate meeting where you discuss how the PAPA I project went, how you succeeded and future plans for physical activities. Answer from the perspective of the one you last instructed if you worked as a PAPA I for more than one child/adolescent.
 - Yes / No, I did not arrange a separate feedback meeting, but... (tell us how you ended the project)
6. How did you seek information about hobbies and try-out places? You can choose many alternatives.
 - Internet/social media / the Finnish Paralympic Committee's "Löydä oma seura"-service / Through my educational institution/teachers / Through other PAPA I instructors/ PAPA I coordinators / Municipality APA/sport instructors / Other
7. Which factors affected your decision when choosing the specific hobby try-outs? (scale: 1= no effect, 2= small effect, 3= neither small nor large effect, 4= large effect, 5= very large effect)
 - The wishes of the PAPA I child/adolescent
 - The guardian's wishes
 - The functional capacity of the PAPA I child/adolescent
 - Distance and transports
 - My own knowledge and hobbies
 - Costs
 - Other, what?

C. The success and effects of the PAPA I project

1. How well did you succeed as a PAPA I to a) find a hobby? a) increase physical activity of the child? The PAPA I project has two main goals: to find a hobby and to increase the physical activity of the child/adolescent. Evaluate how you succeeded on the following scale: 1= poorly, 2= satisfying, 3= good, 4= very good, 5= excellent. Answer from the perspective of the one you last instructed if you worked as a PAPA I for more than one child/adolescent.

- My PAPA I child/adolescent found a hobby
 - My PAPA I child/adolescent increased their physical activity
3. Evaluate your own success and goal achievement. Evaluate how you succeeded with a scale from 1= poorly, 2= satisfying, 3= good, 4= very good, 5= excellent. Answer from perspective of the one you last instructed if you worked as a PAPA I for more than one child/adolescent.
 - I succeeded with getting contact with my child/adolescent
 - We were able to put up relevant goals for the test period together
 - My PAPA I child/adolescent achieved their goals
 - Acting as a PAPA I supports my studies
 - Acting as a PAPA I supports my professional skills
 - I was able to help and give advice to other instructors during the hobby-tryouts
 - Other, what?

D. Final evaluation

1. Which trainings or events that supported the work as a PAPA I did you attend?
 - A web-based APA-training / Kick-off event / Events arranged by the PAPA I coordinator / Other APA training or event, which one?
2. How easy or hard was it during the PAPA I project to: (1= very easy, 2= quite easy, 3= neither hard nor easy, 4= quite hard, 5= very hard)
 - get general information about the project
 - sign up as a PAPA I (electronic application form)
 - get the contact information of the child/adolescent and material from the PAPA I coordinator
 - get in contact with the guardian/contact person of the child/adolescent
 - arrange a first meeting
 - obtain the wishes of the child/adolescent about the hobbies
 - find information about eventual hobby tryouts
 - get in contact with the service providers

- match schedules with the child/adolescent
 - travel to the hobby locations
 - describe the PAPAII project to the hobby instructors
 - motivate the child during the hobby try-outs
 - fill out the PAPAII material (hobby try-out diary)
 - deliver reports and handle money compensations
 - get ECTS credits (educational institution)
 - empower the child and take their wishes into account
 - get help to your practical problems and setbacks
 - Other, what?
3. Would you consider acting as a PAPAII again?
 - Yes / Perhaps / No
 4. Would you recommend the PAPAII project to your friends and other students?
 - Yes / No
 5. What was the best thing about the PAPAII project?
 6. What was the most challenging part about the PAPAII project?
 7. Give a tip: Was any sport club, association or hobby provider especially good? Which one and why? We will be in contact with those you mentioned. We strive to find new service providers to the Finnish Paralympic Committee's "Löydä oma seura" (Find your own sport club) service.
 8. In case you acted as a PAPAII for more than one child/adolescent, please describe shortly how many hobby try-outs you arranged and how they went.
 9. Do you have any feedback on the electronic hobby-try-out-diary? How would you develop it?
 10. How would you develop the PAPAII project? How could we make it easier for you to succeed as a PAPAII?

You have now completed the questionnaire. Thank you for your answers!

You can stop answering here in case you do not want to take part in the raffle. The form will open in a new tab if you choose to leave your contact information to take part in the raffle.

- I have answered the form and I do not want to take part in the raffle. / I want to participate in the lottery and leave my contact information

Attachment 8a - Consent form for the child/adolescent

Participation agreement “My personal coach adapted sports”

Pay attention! Children under 18 must also have this signed by a parent / guardian.

Participant First Name _____

Last name _____

Date of birth _____

Yes, I understand that the student will not act as a personal assistant, will not provide the transport of the participant to the sports activities.

Yes, I understand that I will have to pay any costs for the sports activities myself.

Informed consent for the research:

Yes, I give Inholland University of Applied Sciences permission to use the material from this project for research. These data will be used anonymously.

Place and date: _____

Signature of participant: Signature of parent / guardian: _____

Attachment 8b - Student agreement

The aim of the program “My personal coach adapted sports” is to find a suitable sporting hobby for the participant, which will increase the sport participation. During the sports activities, the student acts as a supervisor if necessary. The student is not a personal assistant and in addition, the student may not provide the transport of the participant to the sports activities, the parents / caretakers are responsible for this.

Privacy

The relationship between the student and the child is based on trust. The student ensures a safe situation and takes responsibility. The student ensures that the information in this project is not shared with others. An exception is necessary information that is shared with the sports instructors in consultation with the parents / guardians. The student ensures that the participants have a pleasant time. After the project, the student ensures that the participant can contact the professional who registered the participant.

With this signing I have understood my duties and responsibilities as a “Personal coach adapted sports”

Name student: _____

Signature, date, place _____

Signature of Inholland teacher, date, place _____

Attachment 9 - Attitude, Social influence and Self-efficacy questionnaire 12+ years

Knowledge about the Dutch Standard for Healthy Exercise

1) How many minutes do you think you should exercise on average per day for you health?

_____ minutes

Attitude: physical activity

2) To what extent do you think it is good or bad to exercise more than you do now?

1. very good
2. good
3. neither good nor bad
4. bad
5. very bad
6. no opinion

3) To what extent do you find it pleasant or uncomfortable to exercise more than you do now?

1. very pleasant
2. pleasant
3. neither pleasant nor unpleasant
4. unpleasant
5. very unpleasant
6. no opinion

Self-efficacy: exercise

4) To what extent do you think you would manage to go exercise more if you really want to?

1. very good
2. good
3. neither good nor bad
4. bad
5. very bad
6. no opinion

5) Exercise barriers self-efficacy scale (Annesi, 2006)

Annesi, J. J. (2006). Relations of physical self-concept and self-efficacy with frequency of voluntary physical activity in preadolescents: implications for after-school care programming. *Journal of Psychosomatic Research*, 61(4), 515-520.

Many people come up with all kinds of “excuses” to avoid exercising. Do you think you would too? Please tick how sure you are that you can exercise if any of these things happen.

I am sure I can exercise one or more days a week even if ...

	1 I'm not sure about that	2	3 I'm somewhat sure of that	4	5 I'm very sure of that
1 The weather is bad (very hot, rainy, very cold)					
2 I find the sports program or activity boring.					
3 I don't feel well while exercising.					
4 I have to exercise on my own					
5 Exercise is not fun.					
6 The place where I exercise is difficult to reach					
7 I don't like the sport or activity					
8 I have to do a lot of homework					
9 I feel very insecure when other people are around					
10 The coach doesn't tell me I'm doing my best					

Social influence: exercise

6) Think about the people you hang out with a lot, for example your friend, partner, family members, acquaintances, colleagues. To what extent do these people generally exercise?

1. very much
2. a lot
3. not much and not little
4. little
5. very little
6. don't know

7) Do these people stimulate you a lot, a little or not to exercise more?

1. a lot
2. a little
3. not
4. no answer

Behavior: physical activity

There are now a number of questions about physical activity, such as walking cycling, gardening, sports or exercise at work or school. It concerns all exercise that is at least as strenuous as brisk walking or cycling.

8) How many days a week do you have at least 60 minutes of exercise a day in the summer?

This is the average number of days in an ordinary week.

If it is less than 1 day per week, enter 0.

_____ days

9) And how many days a week do you have at least 60 minutes of exercise a day like that in the winter?

This is the average number of days in an ordinary week.

If it is less than 1 day a week, enter 0.

_____ days

Behavior: sports

The following questions are about vigorous exercise in your free time.

10) How many times a week do you do strenuous sports in your spare time, in the summer or vigorous physical activities that last long enough to get sweaty? It involves vigorous exercise in your spare time that is at least 20 minutes at a time.

If it is less than once a week, the answer is 0

_____ days

11) How many times a week do you do strenuous sports in your spare time, or in winter

vigorous physical activities that last long enough to get sweaty?

It involves vigorous exercise in your spare time that is at least 20minutes at a time.

If it is less than once a week, the answer is 0.

_____ days

Behavior: school gym (only for school-aged children)**12) How many hours of school gymnastics do you have in the week?**

_____ hours a week

The role of the parents / caretakers to exercise

13) In the past month, how often have your parents / guardians said that you should exercise more than you do now?

1. more than once a day
2. 1 times a day
3. 3-6 times a week
4. 1-2 times a week
5. 2-3 times a month
6. 1 times a month
7. not once

Attachment 10 - Examples of factsheets of PAPAï (in Dutch)

HET PROJECT
11.07.2020
Geschreven door: Juf Merel

HOEVEEL SHUTTLES TEL JE???

dit is hij is 11 jaar oud en geboren op 7-8-2008 hij woont in Zaanstad.

Mijn wens voor een passende sportactiviteit vinden waar je je veilig voelt én plezier kunt hebben.

Wat graag wil:

- badminton
- judo
- zwemmen

hij zou 2 proeflessen volgen
1 x judo in koog
1 x badminton in warmer

judo was niet leuk ☹️
badminton was wel leuk 😊

zodra jij voelt dat je er klaar voor bent, mag je je inschrijven bij juf

weetjes over

1. weet heel goed wat hij wil.
2. Zijn oog voor details is fenomenaal, zeker als je een snelle kleine shuttle wil raken!
3. als je zo goed kan badmintonnen als sta je binnen de kortste keren in een dubbel spel

AANDACHTSPUNTEN!

- ▲ wekelijks dezelfde trainer voor de groep
- ▲ een duidelijke structuur in de trainingen
- ▲ geen druk opleggen om mee te doen met de oefeningen
- ▲ een trainer waarbij je jezelf mag zijn

BLIJVEN SPORTEN, HOE DAN?

Je sport nu elke week en dat is echt super! Maar hoe blijf je dit volhouden?

HET BELANG VAN SPORTEN

Tijdens het eerste gesprek gaf jij al aan hoe belangrijk bewegen voor jou is. Je kan lekker je energie erin kwijt en je voelt je beter na het sporten. Het sporten is voor jou heel belangrijk.



HET PLEZIER IN SPORTEN

Het is duidelijk dat op het moment dat jij gaat sporten je plezier beleeft. Je krijgt een grote lach op je gezicht als jij bezig bent met bewegen. Lekker samen bewegen met andere, daar haal jij veel plezier uit.

BEWEGINGSWENSEN

Wat jij belangrijk vindt in een sport is dat je vrij bent om te bewegen. Je vindt het leuk om binnen te sporten in een kleine groep met leeftijdsgenootjes. Het wedstrijdelement in sport vind jij niet zo belangrijk, als je maar plezier kan hebben! Dat is belangrijk om te onthouden!



ADVIES

Mocht je toch twifelen over de sport Tricking? Probeer dan eens een proefles te volgen bij Freerunnen of kickboksen?

Deze sporten hebben dezelfde elementen als Tricking. En door middel van een proefles kan je rustig kijken of de sport bij jou past of niet.

BLIJF DOORGAAN EN BLIJF GENIETEN VAN HET BEWEGEN



**Sport
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