

Special Olympics Regional Research Collaborating Centre



Report on Research Network Seminar

Antwerp, September, 2014

Acknowledgements

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Background

Special Olympics Europe Eurasia (SOEE) wants to raise the bar in research in the field of sports and social inclusion of people with intellectual disabilities across Europe. To date, there is anecdotal evidence and small scale research studies that show the positive impact participation in Special Olympics activities has on people with and without intellectual disabilities, athletes, Unified Sports partners, volunteers, family members and others. However it is important to discover and extend the relevance of Special Olympics by undertaking larger scale, targeted research engaging different countries and cultures.

To tackle this challenge the SOEE Regional Research Collaborating Center (RRCC) was established in 2010 at the University of Ulster in Northern Ireland. The aims of the Collaborating Centre are networking amongst University partners and other stakeholders in the field of sport for people with ID/Special Olympics, undertaking research projects, consultancy on research and evaluation issues and helping to develop University education programs. A key achievement of the RRCC is the publication of the student education book "Sport, Coaching and Intellectual Disability" involving 15 authors from 10 European countries. It was issued during the 2014 Games.

Due to the lack of resources, existing researchers in the different EU countries had never had the chance to meet face-to-face but only virtually. The proposed seminar built on the work done by the RRCC and engaged existing partners as well as it attracted new partners for networking in the field of research on sport for people with ID. This seminar activated European stakeholders to explore the options for a joint project approach that builds on their personal and intercultural experience and expertise. It also tied in with the Special Olympics Scientific Symposium that was organized by the Antwerp Management School during the 2014 European Games. Seminar participants joined the Symposium and interacted with the broader audience of Special Olympics coaches, Program leaders, athletes, family members from SOEE Programs attending the Games, sponsors, government officials and others as well as University representatives.

The seminar added value to the European Summer Games as it engaged an important stakeholder group of the Special Olympic movement, namely research and evaluation partners, individual researchers and Universities from all over Europe. This stakeholder group is often under-represented as research in the field of sport and intellectual disability and Special Olympics is still an area to be developed. Evaluation and research is well understood and in the SOEE strategy through the RRCC. However it needs to be spread more into the EU countries, into the Programs, networks need to be strengthened and expanded, joint approaches and projects need to be identified and agreed on face to face rather than virtual. The seminar meant great progress in this process.

Aims of the seminar

- To provide an opportunity for European researchers involved/interested in sports and people with intellectual disabilities to meet one another and share their experiences of past research they have undertaken and aspirations for future research and development initiatives.
- To explore a potential trans-national research and development programme related to the impact of one or more programmes undertaken by SOEE on athletes, partners, coaches,

volunteers and communities. This may include a series of 'work packages' or discrete projects that network members or their students could undertake.

- To identify the support and funding opportunities for or through research to take forward a development and evaluation programme under the aegis of SOEE and the Regional Collaborating Centre.

Participants

Invitations were extended to mostly university based researchers who had experience of either undertaking research with Special Olympics or more generally research in the field of intellectual disabilities. Most had previous association with the SOEE Collaborating Centre and some had attended previous workshops organised by Special Olympics. The aim was to have a wide range of European countries represented.

In all 30 participants took part from 14 European countries plus two international colleagues (USA and South Africa) and an athlete with intellectual disability and her mentor from Poland.

Appendix 1 lists the participants along with their biographical details.

Process

The Seminar took place over two days and was preceded by attendance at the Opening Ceremony of the European Games of Special Olympics in Brussels and evening meal.

Day 1: Research Network Seminar

The seminar on Day 1 was facilitated by Professor Roy McConkey assisted by Professor David Hassan and Dr Sandra Dowling (from the SOEE Regional Collaborating centre at the University of Ulster) along with Amy Shellard, Research and Evaluation Division from Special Olympics International, Washington DC. Liz Carlin (postgraduate student at the University of Ulster) acted as recorder and evaluator.

Prior to the seminar participants had sent brief biographical details (around 100 words) along with a list of recent relevant publications (up to six). This was circulated in advance of the meeting (see Appendix).

In advance of the seminar participants were sent briefing papers on measuring social impact, on co-researching with people with intellectual disabilities and Special Olympics International (these are listed in Appendix 2: copies are available on request).

The programme on Day 1 consisted of a mix of talks interspersed with group work (see Programme below). The presentations were intended to synthesise key issues and stimulate discussion. Briefing notes had been sent to the presenters in advance of the meeting to help them to focus their presentation. Copies of certain presentations are available on request.

In the morning sessions, participants were divided into three groups each with a facilitator and recorder. These discussions focussed on key issues relating to research with Special Olympics.

In the afternoon participants selected the planning group according to the topic of particular interest to them.

The group work was followed by feedback from each of the groups. This was audio-recorded plus the main points were charted on large sheets for display during the seminar. The remainder of the report summarises the conclusions and recommendations from the group work.

The final session explored options for maintaining contact and further developing project plans. Participants were invited to indicate the contribution they would be able to make in the coming 12 months (see Appendix 3)

Participants completed evaluation questionnaires; the outcomes of which are summarised later (see Appendix 3).

The report of the seminar was circulated to all participants for comment prior to submission to EU funders.

Programme: Day 1

- 9.00 **Welcome** and Introduction to the Process: Roy McConkey
- 9.15 **Getting to know you:** Introductions to bring out the range of disciplines represented and past research experiences with SO.
- 9.35 **The Vision** for Research and Development within SOEE: Mary Davis (Managing Director and President) (with contribution from Adrienne Regan on fund-raising expectations).
- 10.00 Group work on vision setting; balancing research to aid fund-raising and that intended to develop services; feedback from groups).
- 10.45 Refreshment Break
- 11.15 **Effective strategies** for research in SO: Experiences of SOI. Presentations by Dr Tim Shriver and Amy Shellard from Special Olympics International.
- 12.00 **The realities** in undertaking research in SO (Sabine Menke)
- 12.15 Group work on sampling; methods; measurement – and feedback from groups; questions to presenter.
- 13.00 Lunch
- 14.00 **Co-researching** with people who have intellectual disabilities (Facilitated discussion with introduction by Roy McConkey including a future co-researcher from Poland.)
- 14.30 **Group work:** Development of proposals within specific work strands/packages. (These will emerge from the morning session. Participants could select the groups they join).
- 15.30 Break
- 16.00 **Feedback and Synthesis**
- 16.45 Planning **Next Steps**
- 17.30 **Review of the process**
- 18.00 **Finish**

Day 2: Symposium: On collaboration and integration through Sport

This Special Olympics European Symposium was organized by Antwerp Management School and HEC-ULg for the Antwerp 2014 Special Olympics European Summer Games. Nearly 200 delegates attended the day-long event for which no charge was made. The aim of the symposium was to collect, share and discuss state-of-the-art management knowledge and practical experiences with regard to the community integration of people with intellectual disabilities in Europe Eurasia and the many benefits this brings for society as a whole, and organizations in particular. This symposium combined 'state-of-the-art' academic knowledge in these areas with a number of real-life cases presented by the people who 'live them' as well as perspectives from top managers and EU policy-makers. A specially commissioned video described the outcomes from social inclusion projects undertaken by Special Olympics Europe/Eurasia.

Details of the programme are given at:

<http://www.antwerpmanagementschool.be/en/livestream/news/2014/9/15/special-olympics-scientific-symposium>

Appendix 4 contains the declaration on social inclusion prepared by the symposium.

Outcomes from the Seminar

The outcomes are presented in three main sections. The first section summarises the contextual factors that needed to be considered when developing a research and evaluation programme within SOEE. The second section identifies the type of research strategies that are particularly suited to SOEE. The third section summarises the possible options for developing a research programme co-ordinated by SOEE.

1. Assessing the Context for SOEE Research

Participants examined four crucial aspects.

Fundraising for research

It can be difficult to communicate to donors and investors what SO is about as it is about so much. We have the particular challenge of making clear to fundraisers why it is important for them to invest in the research side of SO. Among the arguments we could use are:

- Sport improves health and reduces health risks and this can be linked to a reduction in health costs which is obviously beneficial to governments.
- SO's ability to develop people's skills and workability.
- The role of SO in furthering the impact of the UN Convention of Rights of Disabled People.
- More than just the SO athletes benefit. The impact of SO programmes at both a family and community level.

Communication

SOEE needs to develop its communication strategies; for example

- What is the distinctive contribution of SO?

- We need to evaluate and demonstrate the values and gifts of people with ID.
- Targeting the media both in terms of exposure and improving communication
- Education & marketing of the various programs available through SOEE.
- Tailoring the message to organisations – they need to know ‘what is in it for me?’
- Documenting our impact – through good case examples, narratives as well as quantitative data.
- Reaching out to families: e.g. encouraging attendance at events – increasing this through school systems. Also examine impact on families.
- Undertake a systematic review of SO research as communication is key amongst researchers. Translations are also a key element of such a review as researchers from all over the world need to be able to see what research has been conducted.
- Ensure all personnel in SOEE are aware of the ongoing and planned research so that there are shared aims and objectives across all programs. Perhaps creating a research hub that can be a central point of reference for completed, ongoing and forthcoming research.
- Consideration as to whether we are looking at working with large numbers of athletes or focusing on the quality of our work, or both. The current issue with this is that there is no quality matrix to show what is important. We should help develop these tools of training and of Games management.

Social Change

We need to emphasise that as a movement, SO is about Social Change. This means:

- Promoting inclusion.
- Emphasise the ‘normality’ of sport in contrast to specialist services for disabled persons.
- Increasing social networks: Loneliness is a key issue. Can SO assist people in forming life long bonds?
- Impact at different levels: On the athlete both within SO and on their physical health and emotional well-being; on families; at an organisational level and within the community.
- Transportation : Are people not involved in SO because of transport issues? What are the problems in how transport is organised at events etc?

Partnerships

SOEE does not have the resources to undertake research hence it should be done in partnership. When looking for opportunities to develop research networks we should engage other partners and disseminate results to other organisations and not just within SO. By combining resources we can increase the amount of research that can be done. If small amounts of money are obtained in different areas, individuals within those areas can conduct different parts of a research project. Combining our efforts will ensure that we are not duplicating work; then we become more efficient in our efforts with limited resources.

Some key points and suggested partnerships with:

Key stakeholders in planning and execution of research

- The involvement of athletes is key for research.

Business partnerships

- Companies can be involved in research through their personnel.
- It is important to work with business partners in identifying outcomes.

Academic partnerships

- University researchers are a proven resource. Can SOEE offer Research Fellowships or accept university personnel on secondment?
- SOEE should invite students/researchers into the research network to see the resources and previous research articles available as well as help with the research.
- There is a worldwide expo in Italy in 2015 that SO Italia may be working at and which may provide us with opportunities for networking.

2. Research Strategies suited to SOEE

Participants shared their experiences of undertaking research within the context of SO and more generally with people with intellectual disabilities. The following recommendations were noted:

- In order to correctly define what research problems we should be focusing on, we need feedback from SO on what questions they want answered.
- It is difficult to focus on one method which fits for all people with ID therefore research should adopt a more mixed method format.
- Reports tend to focus on the quantitative side of research and not so much on the qualitative side.
- More longitudinal studies are needed as current focus has been on a 'snapshot' view.
- We must also consider the impact of cultural variations and how this can affect results.
- In terms of data collection, the use of online surveys, whilst being able to reach the masses, can have limitations as not everyone will have access to the internet and/or email
- There are some standardised methodologies that do not fit for people with ID and we therefore need to create new methodologies, yet how do we prepare these tools with limited resources? However AIMS (athletic identity measurement scale) has been used in Poland and has found good reliability for athletes with ID.
- SO aims to get more people with ID into programmes however, this in itself can affect research and the consistency of results. We are faced with the issues of 'priorities versus realities' and 'quality versus quantity'.
- Can the SOEE website provide a research register so that everyone knows what everyone else is doing- the idea of a research hub was discussed.

- IFAPA has signed an agreement with SOI – we need to get more details on this.
- There are ethical and legal challenges to be faced in undertaking research across different countries and the time taken to get approvals.
- Translation of research tools into different languages is time-consuming.
- Budgeting and time frames have major impacts on the work conducted by researchers who are often placed under these constraints by their academic institutions.

3. Possible Research Programme

In the afternoon session of the seminar, a possible research question was identified:

What impact does involvement in Special Olympics have on local communities?

(Note: Special Olympics is taken to include the range of programs provided through SOEE such as Young Athletes; Unified Sports; Healthy Athletes. The impacts can be on athletes, partners, families and volunteers but also others).

Four themes within this broad question were identified based on the earlier discussions: Inclusive research; Partnerships; Outcome metrics and Communication. Participants self-selected the groups they joined with the aim of identifying strategies within each theme.

a) Involving people with ID as co-researchers

Participants considered the implications of involving athletes with intellectual disabilities as co-researchers in any research programme. This follows on from the UN Convention of Rights for Persons with Disabilities and the slogan of disability activists: *“Nothing about us without us”*.

- Inclusive research is desirable given the types of questions likely to feature in any SOEE research programme. However we should not include people simply to be tokenistic but where co-production is beneficial to particular research question.
- There is growing evidence around how inclusive research can be undertaken and the potential for beneficial outcomes.
- By involving people with ID in conducting research, it may challenge the barrier to people not wanting to speak to researchers.
- Whilst training is required for people with ID to become researchers, it is not vital for co-researchers to know all of the scientific research process. Training sessions are needed on helping to develop the research questions as well as how to gather information such as leading and being part of focus groups.
- One key area of research that is likely to be a priority for people with ID is loneliness: how to challenge and cope with loneliness.
- In order to encourage co-researching, books and articles should be accessible and understandable for athletes and people with ID as language can be a barrier to this.
- The use of pictures to draw a storyboard could potentially be a useful method for those people who have verbal communication issues.

- Would inclusive research bring in other stakeholders as co-researchers; maybe families/ coaches?
- SO staff or volunteers may need to help co-researchers. It is important to consider that sometimes coaches will speak for the athletes so it can be easy for the athlete's voice to be lost. More time is also needed to teach coaches and board members etc to respect the views of the athletes and let their voices be heard. In Austria, seminars were conducted to train athletes for coaching/ assistant coaching roles, however this was certified by SO and not by the NGBs
- It is important for athletes to be clear on what SO means and what its mission is as this can sometimes be forgotten as the desire to compete and win medals over takes the original aims. There often is an internal conflict re: social change v sport organisation that needs to be discussed and considered across the SO movement but also in general for other partner organisations involved.
- Advocacy groups can provide peer support to people with ID. They are trained in this sort of work and this can help prevent the athlete losing their voice. This approach has been used in studies in both Holland and Ireland and has worked effectively.
- Maybe we need to 'badge' it as being research for people with ID and not just for those within SO programmes?
- Do you pay co-researchers? YES! As a member of the research team, co-researchers would be entitled to be paid just as any other member of the research team is.
- How do we evaluate the contribution of co-researchers? How do we know that this has made an impact on the co-researcher? It is vital that the co-researcher is a benefactor of the research process as well as the contributors.
 - Interview them before and after
 - What they thought they would be doing and what actually happened
 - Do we test their competence?
 - Can the research training be incorporated into a vocational qualification where the co-researcher can begin to develop a portfolio?
- Is it possible/ should we develop a way of co-researchers investigating one arm of the research and "professional researchers" looking at another strand and using this to assess the size of the impact that the co-researcher has had?

ERASMUS are funding a project that is examining inclusive research in three European countries (Ireland, Finland and Spain) and this may be a useful partner for further research in this area.

b) Partnerships

- It is important to have evolution and evaluation both during the lifespan of a project as well as after it. Partnerships can help with these two aspects.

- The target participants, depending on age, have very different ways of communicating therefore the partners required to work with specific participants varies and should be considered when matching them. This might include parents and siblings, volunteers as well as coaches, community leaders.
- Partners for undertaking research include people who have previously undertaken research in SOEE (those attending this seminar), as well as other universities and research students, other private research organisations and consultants.
- Partnerships with businesses is important
 - It is important to find a balance in order to get partners signed up to research whilst still meeting their and our, SO's, University's and other partners' needs/aims
 - Many companies have a research branch.
 - We need to use business exchange models to help with the process of developing these links and partnerships.
 - Many companies base their sponsorship etc on the potential revenue i.e. advertising based on how many people will be watching the event. They are therefore very aware of who are their target markets and audiences.
 - Parental and family networks can often open up ways into businesses as many parents of SO athletes work for large companies, own their own companies or work in governmental departments.
- One key point to consider when evaluating partnerships is 'if SOEE or the national SO program withdrew, are the partnerships on local/regional level strong enough to continue on their own?'

c) **Communication**

- We must go back to the vision of SO: research should be helping us create changes in society, it should be transformational and have a social justice agenda.
- Research should be relevant and tailored to our partners. Action research is a good starting point for making sure this happens.
- How do we assess impact?
 - We must be able to assess change!
 - We should be able to create markers of change (see metric section) which can then be documented. This should be an engaged, reflective process.
 - It is vital that language and translations are accessible.
 - Action research deals with issues of both communication and partnerships.
 - Action research ensures data from research can be put into practice.

- Collecting a lot of data and producing a large report is not good enough. We need to be smarter in how communication is disseminated. We could potentially involve the media/ journalists to help with this process.
- We should also consider new ways of communicating e.g. putting results into a script of a play – combining academia with the arts, digital media etc.
- The time allocated for dissemination is often forgotten about when bids/ proposals are being written and this causes the whole process to be rushed and potentially not done efficiently. There should be a dissemination strategy in place.
- In order to improve inclusion of people with intellectual disabilities within communities, communication in this area needs to improve in terms of research within Special Olympics. We can reach people in communities by using media within those communities, by publishing in English in books or by involving youth groups in the dissemination process. How?
 - By making sure you have enough resources.
 - By using existing networks and connections.
 - Through face to face communications.
 - Using the internet i.e. skype, email etc.

d) Metrics

- Research should improve the lives of the people they are working for as well as the knowledge of the area.
- Reshaping the vision of SO by including social networks is great. Is it possible that SO can maybe cause segregation / increase social exclusion if too much separate media, communication and engagement channels are set up? We need to be open to this possibility and tackle it?
- Quality of Life (QOL) was used as an umbrella term which may include many factors.
 - Health i.e. of athletes, young athletes at sports events
 - Education
 - Social integration
 - Leisure time activities
 - Employment
 - Each area within this can be further sub divided e.g. health can be further categorised into physical, mental etc
- We need to look for a specific tool either new or existing to measure QOL? What are the approaches we might use to do this?
- Cultural differences need to be considered. This is an area that definitely needs to be developed.

- Social science is challenged by how do we measure affects, happiness, empathy etc. If it is created within clubs etc, can it be implemented outside of that?
- We may need to assess the level of impact on:
 - Individual, Family, Club, Community
 - Setting - at games, competitions, wider social impacts
 - Over time: e.g. before and after involvement in SO.
- What can SO do? Consideration should be given to:
 - What are feasible measures to use with resources available.
 - What are the priority measures?
 - What measures do other sports organisations use as well as SO?
 - What measures are used with the general population that can provide comparisons.

Evaluation of the Seminar

The seminar was evaluated in two ways. Participants were asked to indicate their continuing involvement with developing a research and evaluation programme with SOEE in the coming years. Second they gave their views on the process followed in the Seminar and how it might be improved. A self-completion written questionnaire was distributed at the end of the Seminar and 13 responses were received.

Involvement with SOEE

Participants were asked to indicate the type of involvement they would be prepared to have with SOEE in the coming 12 months. The responses are summarised in the following table.

Involvement	Yes	Maybe	Unlikely
Act as a consultant to SOEE – review proposals, reports.	8	2	2
Member of a planning group for a work package.	7	2	2
Recruit participants for a research project that will be co-ordinated by SOEE.	7	4	1
Undertake a literature review	6	3	2
Join the Steering group for the Research Programme	6	2	2
Recruit co-researchers with intellectual disabilities	5	3	4
Co-ordinate a work package	3	5	2
Seek local resources to undertake a research project	2	8	1

A few respondents noted other activities they might undertake:

- Develop Web repository of articles
- Organising International conference

- Sexual health
- Quantitative statistics

Priority topics for future Research & Evaluation in SOEE

Not surprisingly participants identified a wide range of issues that were aligned to their past and ongoing research as well as topics they felt were of importance to governments and potential funders. These have been grouped into two board themes of social inclusion and physical activity and health.

Social Inclusion

- The social impact beyond and through Special Olympics
- The emphasis on families/ community.
- Transportation
- Recruitment of volunteers
- Social (sexual) relationships/ networks of athletes with ID is an important topic. I think SO could contribute to athletes making new friends, but many find it difficult. SO could facilitate that.
- Inclusive research and partnership development
- International studies and studies that bridge academics and arts

Physical Activity and Health

- My interests lie in physical fitness, physical performance, physical activity and related health issues/ adaptive behaviour. I am willing to expand my views and learning if there is a connection to someone else's interests.
- Self management of ID athletes, athletic identity of ID athletes, athlete as an active member of research team, families support
- Health – sexuality (how to behave; problem for coaches?).
- A proper balance between health and health related projects, and social related topics should infuse all the SO outcomes
- Participation in SO should improve health and quality of life. Healthier citizens (either with or without ID) cost less to the state for medical reasons (less obesity, less diabetes 2, less cardio respiratory trouble etc). We need to measure that and convince the state for the importance of our work so that they fund it.
- Program effectiveness is the priority to justify for the donors why this kind of activities ought to be confirmed.

One participant wisely noted that:

“Prioritization of the research areas should probably be a SOEE task depending on the social demands, internal policies, future development of SO programs, funding possibilities, regional context etc. I believe that intervention is essential for the child development.”

What would help you to become more involved/stay involved in Research & Evaluation in SOEE?

Participants identified a range of ways in which their engagement with SOEE could be sustained. These mostly related to continuing the networking that had begun in Antwerp but various other ideas were also proposed.

Networking among researchers

- Ongoing engagement with the group.
- The networking function of meetings like this.
- I am expected (from the employer) to be engaged in research activities, network with good/high level research institutions globally. Mentally I am ready to be more involved, but financial situation in my university does not allow me to travel unless money is coming outside.
- Database of researchers in this field would help locate possible colleagues to work with.
- Joint plans of research designs between partners in our co-operation.
- Sharing resources across centres.
- Student/staff exchanges.
- A broader/ global project with specific sub-themes would give a coherent/ structured approach, in order to address all the complexity of issues (health, education, medical care, social interaction etc).

Other proposals

- Inspiring speakers, like today.
- Achieving funding to support project work.
- Knowing more about the research undertaken across SOEE.
- I would love to be involved in improving their Health Promotion Program – thinking about how we can achieve actual behaviour change.
- Good website.
- Co-ordinator who would stimulate research team members.
- Seeing our work having a direct impact upon the QOL of all the individuals involved (athletes, families, partners in unified games, coaches, volunteers). Social inclusion is important, maybe through Unified Sports, and I would love to see that growing in my own country.
- More training in research and evaluation.

- It would be great to have SOI involved on our campus and in our research applications. The focus is very business oriented and a more human sciences and social sciences approach would be great.
- Is there a student who can run the research network?

Funding sources for research and evaluation

The main trans-national source of funding was the European Union with Erasmus and Marie Curie Doctoral programs mentioned. Participants knew of national funding programmes in Germany, Finland, Romania, Ireland and United Kingdom. Ministries of Foreign Affairs within countries may be another source of funding along with charitable trusts.

Reactions to the Seminar

The responses received to the questions asked on the self-completion completed questionnaire are noted below.

What did you find most helpful/useful/informative about the Seminar?

Networking: This was the most frequently mentioned comment and participants noted the sense of shared vision as well as opportunities for international collaborations.

“There is a vision of co-operation between the researchers of different countries and the need of a good functioning network”.

“Getting to know some new people, colleagues, who are interested in the same population as I am”.

“Getting to know more about the European setting”

Group work: The opportunity to work in small groups was another feature that most participants valued.

“good group discussions, with clear feedback.”

“The working groups functioned well. They gave everybody a chance to participate if wanted”.

Information. Participants also valued the presentations that had been given and information they obtained about Special Olympics and the organisational priorities.

“It was very useful to hear the perspectives of organisation leaders which focused the mind around priorities and the relationship between research and practice”

Inclusive research: The involvement of people with intellectual disability in research was a novel feature for some but one they had valued.

“Inclusive research is an innovative approach which is a totally fresh perspective on how one can ‘humanize’ this activity and link it close to the beneficiary.”

Ideas: Participants mentioned the ideas they had been given and which they could take back to discuss with national organisation/partners.

“I take back to our national working group (ideas) that will finance our working contributions in the field of intellectual disability”.

How could the Seminar be improved/done better if we had future seminars?

Participants noted a number of aspects that would improve future seminars. These could be grouped into procedural issues and research strategies.

Procedural Issues

- More opportunities for brain-storming and discussion – that might lead to novel ideas;
- To have two people from each country so that they can develop common projects.
- We should talk more about impact of the findings on policy and practice. Some directions on how to proceed on further research
- The last part of this seminar was too compressed – more time needed.
- Have a group of four or five athletes present with very good mentor to support the discussions by experts in research.

Research Strategies

- More focus on research protocols and exploring scientific approaches;
- Have a draft paradigm of the central idea so that the working groups would focus on specific issues in their brainstorming sessions.
- We should talk about research designs, methods and criteria for the use of metrics. The challenge of intercultural and interdisciplinary studies should be discussed more in depth.
- Focus on more concrete problems;
- Participants could be given 30mins to provide a different research scenario according to their own expertise. Then, discuss these scenarios try to improve them through the contribution of different majors and different points of view
- Build the seminar around a specific call for proposals, e.g. under the Horizon 2020 program which are either to support academic research or NGOs.

Conclusions and Recommendations

The following conclusions were drawn from the Seminar.

- With Europe/Eurasia there is a group of committed and experienced researchers across some 12 countries who are willing to be involved to varying degrees in developing a research and development program in the area of sports and people with intellectual disability. Moreover they have access to colleagues and students whom they can also involve.
- Special Olympics Europe/Eurasia have indicated their eagerness to promote more research and evaluation activities that will assist their overall fund-raising while providing a better

quality experience to current and future athletes, as well as allied stakeholders such as coaches, volunteers and families.

- Special Olympics provides a unique opportunity for undertaking a trans-national research program as they offer access to a range of stakeholders across diverse cultures. In addition to the obvious beneficiaries – youth and adults with intellectual disabilities – other groups also benefit such as families and volunteer helpers. The latter have rarely featured in past research projects.
- The theme of QOL provides an over-arching framework within which the impact of Special Olympics might be captured as this covers domains such as health, friendships, community engagement and productive work. Within this, the topic of social inclusion might be a particular focus.
- Although inclusive research with people who have intellectual disabilities is a relatively new concept in the field of intellectual disability, it is a strategy worthy of support as it fits well with the ethos, intent and experience of Special Olympics. It would add a further distinctive feature to any research program.

Recommendations

The following recommendations summarise the next steps and with expected completion dates given in brackets.

- The report should be circulated to participants in the Seminar for comment and approval. This report will then form the basis for further planning and development activities. (end October 2014)
- Special Olympics Europe/Eurasia should consider the report at the forthcoming leadership conference in Malta. They should try to identify specific research questions that urgently need to be addressed. (mid-November, 2014)
- An overall steering group of around three to five persons would be appointed from among participants at the Seminar. (Six people have indicated a willingness to be part of this group). Their remit would be to outline a possible research and development programme with possible work packages that could be assigned to sub-groups for further detailed planning. (Quarter 1 2015)
- The Regional Research Collaborating Website (<http://www.science.ulster.ac.uk/soeerc/>) should be developed to provide information about past and ongoing research of relevance to the network. Links need to be added to the repository of articles held by SO International. The availability of training materials on research and evaluation could also be added (Quarter1 2015).
- If resources permitted, participants would attend a further two-day planning session to develop the work packages with designated people assigned to each package. (end February, 2015).
- Options for European funding should be explored. (end of March, 2015)

- Options for funding through national and charitable trusts should be explored (end of June 2015).
- Links made with the Erasmus Project on Inclusive research with people with intellectual disabilities co-ordinated by Trinity College, Dublin (end of March, 2015).
- Literature reviews on particular topics could be proposed and undertaken by students as part of their course work (end of June 2015).
- A research and development proposal would be finalised for submission to particular funding agencies.(end of June, 2015)
- Throughout this time period, Seminar participants need to be kept informed of progress in order to maintain their interest and harness their insights. This might be done through a monthly newsletter.

Appendix 1: Participants in the Research Seminar

number	first name	last name	country
1	Aura	Bota	Romania
2	Maciej	Wilski	Poland
3	Joanna	Styczen-Lasocka	Poland
4	Halina	Andrzejak	Poland
5	Patrick	Devlieger	Belgium
6	Dilana	Schaafsma	Netherlands
7	Joke	Stoffelen	Netherlands
8	Hana	Valkova	Czech Republic
9	Manfred	Wegner	Germany
10	Sandra	Dowling	Northern Ireland
11	Roy	McConkey	Northern Ireland
12	David	Hassan	Northern Ireland
13	Liz	Carlin	Northern Ireland
14	Heinz	Tippl	Austria
15	Pauli	Rintala	Finland
16	Paulo	Lucattini	Italy
17	Claire	Boursier	France
18	Emmanouil	Skordilis	Greece
19	Sabine	Menke	Germany
20	Miroslav	Krogulec	Poland
21	Mariusz	Damentko	Poland
22	Adrienne	Regan	Ireland
23	Mary	Davis	Ireland
24	Martha Jo	Braycich	USA/Belgium
25	Niamh	McCombe	Ireland
26	Isabel	Gultresa	Spain (guest)
27	Michele	Wright	GB (guest)
28	Zifeng	Wei	Hungary (guest)
29	Theresa	Lorenzo	South Africa/GB (guest)
30	Amy	Shellard	USA (guest)

Biographies of Seminar facilitators

Dr Sandra Dowling is a Social Anthropologist who has been working in research in the field of intellectual disability for some 15 years. Her interests include equality and social inclusion and the social and emotional well-being of people with intellectual disabilities. She is interested in sport as a conduit to greater inclusion and improvements in physical health and emotional well-being. She is a founding member of the Regional Research Collaborating Centre for Special Olympics Europe

Eurasia and has completed four research projects with colleagues at the University of Ulster in partnership with Special Olympics. Sandra is co-editor on a recently published edited volume, detailed below.

Professor David Hassan is Chair of Sport Policy and Management at the University of Ulster, Jordanstown, Northern Ireland. He has published 11 books and 130 other research outputs, including 75 peer reviewed articles in leading international journals and book chapters. A commissioned anthology of his foremost academic writings will be published by Taylor and Francis in 2015. He holds a Distinguished Research Fellowship from Ulster in recognition of his outstanding contribution to research, defined by its quality, breadth and impact. David has been Academic Editor of *Sport in Society*, one of the preeminent international academic journals in the field, for over a decade.

Roy McConkey is Emeritus Professor of Developmental Disabilities at the University of Ulster. A psychologist by training, he has previously held posts in England, Scotland and the Republic of Ireland. He is visiting professor at the University of Cape Town, the University of Sydney and at Trinity College, Dublin. He has worked in the field of intellectual disability for over 40 years and published 15 books and nearly 200 book chapters and journal papers. He has acted as a consultant to various UN agencies and International NGOs; visiting over 20 countries in Eastern Europe, Africa, Asia, South America.

Sabine Menke, Germany, has been the Special Olympics Europe/Eurasia Director of Youth, Unified Sports® and Research since March 2003. Sabine Menke owns a Master in Sport Sciences from the German Sport University Cologne. In 2005 she completed the Executive Master in Sport Organization Management (MEMOS) at the University of Lyon 1/France with support of the International Olympic Committee. As a licensed football coach Ms Menke has a ten years history as Special Olympics Germany volunteer.

Amy Shellard is the Director of Research and Evaluation at Special Olympics International. The goal for Special Olympics' R&E is to highlight the potential of people with ID, demonstrate the effectiveness of targeted interventions, make research results accessible to all stakeholders, and ultimately help people with ID, their families, and their communities live more fulfilling lives. Ms. Shellard's current focus is on leading the evaluation of Special Olympics' new Healthy Communities initiative and identifying opportunities for collaboration with research partners. Ms. Shellard has a master's degree in public health from the George Washington University, and a bachelor's degree in biology from Duke University.

Recent Publications by above:

Dowling, S. (2014) Sport and Intellectual Disability: Benefits, Barriers and Bridges. In: Hassan, D. Dowling, S. & McConkey, R. (eds) *Sport, Coaching and Intellectual Disability*. London: Routledge.

Dowling, S. McConkey, R. & Hassan, D. (2014) Sport as a Vehicle for Change in the Lives of People with Intellectual Disabilities. In: Hassan, D. Dowling, S. & McConkey, R. (eds) *Sport, Coaching and Intellectual Disability*. London: Routledge

Hassan, D., Dowling, S., McConkey, R. and Menke, S. (2012) The inclusion of people with intellectual disability in sport: Lessons from the Youth Unified Sports programme of Special Olympics, *Sport in Society*, iFirst article, 2012, 1–16. DOI:10.1080/17430437.2012.695348

Hassan, D., Dowling, S. & McConkey, R. (2014) *Sport, Coaching and Intellectual Disability*. London; Routledge.

Mariga, L., McConkey, R. and Myezwa, H. (2014) *Inclusive Education in Low-Income Countries: A resource book for teacher educators, parent trainers and community development workers*. Cape Town: Atlas Alliance and Disability Innovations Africa. Available for free download at: [http://www.eenet.org.uk/resources/docs/Inclusive Education in Low Income Countries.pdf](http://www.eenet.org.uk/resources/docs/Inclusive_Education_in_Low_Income_Countries.pdf).

McConkey, R. (2014) Changing Perspectives on Intellectual Disability through Sport. In D. Hassan, S. Dowling, & R. McConkey. (eds) *Sport, Coaching and Intellectual Disability*. Abingdon: Routledge.

McConkey, R. & Collins, S. (2010) Promoting social inclusion through building bridges and bonds. In M. Nind and J. Seale. *Understanding and promoting access for people with learning difficulties: Seeing the opportunities and challenges of risk*. Abingdon: Routledge.

McConkey, R., Dowling, S., Hassan, D. and Menke, S. (2013) Promoting social inclusion through Unified Sports for youth with intellectual disabilities: A five nation study. *Journal of Intellectual Disability Research*, 57 (10), 923–935

Menke, S. and Braycich, M.J. (2014) Special Olympics Unified Sports® Football, Empowering girls and women on and off the pitch. Chapter 11 in: Hassan, D., Dowling, S. & McConkey, R. *Sport Coaching and Intellectual Disability*. London; Routledge.

Seminar Delegates Biographies

Professor **Aura Bota** is a member of the Theoretical Chair within the National University of Physical Education and Sports, from Bucharest-Romania. With a license and a PhD in Physical education and sports, she has developed over the years, a comprehensive discussion about the human movement field of study. Her main scientific and editorial contributions are expressed in books on *Kinesiology*, *Theory of motor activities* and a series on *Adapted physical activities*. Also, she has been involved as a coordinator or member in 5 international grants and 10 national research grants.

In 2004 she began volunteering for Special Olympics Romania, being involved in the assessment and sports training events in Healthy Athletes and Young Athletes programs. During this period she published three books on Adapted physical activities and numerous scientific papers in journals and ISI proceedings, on topics related mainly to functional and motor capacities in intellectually disabled children and aspects regarding the adaptation-type behavior development in children with Down syndrome by means of motor stimulation. She has been an expert in two recent projects that Special Olympics Romania accessed: Adapted Physical Activities, as an instrument for social inclusion 2013-2015 (financed by the Swiss contribution for extended European Union) and Mobility ability in persons with Down syndrome—a fundamental step towards an independent life 2014-2016 (financed by EEA grants).

Since 2009 she has been the director of the Master in Adapted Physical Activities in UNEFS Bucharest.

Martha Jo Braycich, from the United States, is Director of Organizational Development, Foundations and Public Institutions for Special Olympics Europe Eurasia. She holds a BA in political sciences, an MA in international relations and a PhD in leadership and mastery of change. She has worked for Special Olympics for 15 years.

Recent publication:

Sabine Menke and Martha Jo Braycich: Special Olympics Unified Sports® Football, Empowering girls and women on and off the pitch. Chapter 11 in: Hassan,D. Dowling,S. & McConkey, R. (2014) Sport Coaching and Intellectual Disability. London; Routledge.

Liz Carlin is a PhD Student from the University of Ulster, Northern Ireland studying volunteer management and motives in Special Olympics. As part of this, Liz has presented at both the EUCAPA conference, Killarney, Ireland (May 2012) and also the student delegation summit Pyeongchang, South Korea (January 2013).

Mary Davis is President & Managing Director of Special Olympics Europe Eurasia with responsibility for the development of 58 countries throughout the Region. Previous to this she was Chief Executive Officer of Special Olympics Ireland and was CEO of the 2003 Special Olympics World Summer Games Organising Committee.

In April 2006 she was appointed by the Taoiseach as Chair of the Taskforce on Active Citizenship. More recently she was appointed Chair of the Steering Group on Active Citizenship to oversee the implementation of the recommendations of the Taskforce.

Mary has served on many boards and committees including her appointment to the Council of State by President Mary McAleese from 2004 to 2011.

Patrick Devlieger is a professor of social and cultural anthropologist with interests in disability at University of Leuven(Belgium). His interests are in the historical and cultural meanings and practices with regard to people with disabilities. He conducted an actor network research project on Special Olympics in Namibia, Paraguay, Uzbekistan, and Thailand. Current research focuses on urban and material meanings and practices of disability, based on ethnographic research in China and DR Congo.

Recent publications: Devlieger, P. (2011). Can Disability be Fluid? Ethnography, Sports and the Making of 'Part of the Game'. Ethnographica Journal on Disability and Culture 1:104-110

Pauli Rintala is a professor in Adapted Physical Activity at the University of Jyväskylä, Finland since 1996. He has completed his Doctorate at Oregon State University, in the U.S. in 1990, has served as an IFAPA Board member 1991-2003, and a visiting professor in the European Master's Degree Program in Adapted Physical Activity in Belgium since 1994. Dr. Rintala has presented in more than 50 international conferences, published over 50 international publications, and co-authored five

textbooks in the field of Adapted Physical Activity. Rintala has also been as an opponent in several Doctoral defenses within Adapted Physical Activity.

Research

Professor Rintala's main research interests are physical fitness, physical activity and motor skills related to individuals with intellectual disabilities (ID). He has been involved in 30-year follow-up study on physical performance of individuals with ID (1973-2003). Another interest has been physical fitness of athletes with ID. More recently his interest has been on motor skill development of children with ID.

References

Rintala, P. & Loovis, E.M. Measuring motor skills in Finnish children with intellectual disabilities. *Perceptual and Motor Skills*, 2013, 116(1), 294-303.

Rintala, P., Välimaa, R., Tynjälä, J., Boyce, W., King, M., Villberg, J. & Kannas, L. Physical activity of children with and without long-term illness or disability. *Journal of Physical Activity & Health*, 2011, 8, 1066-1073.

Lahtinen, U., Rintala, P., & Malin, A. Physical performance of individuals with intellectual disability: A 30-year follow-up. *Adapted Physical Activity Quarterly*, 2007, 24, 125-143.

Van de Vliet, P., Rintala, P., Fröjd, K., Verellen, J., Van Houtte, S., Daly, D., & Vanlandewijck, Y. Physical fitness profile of elite athletes with intellectual disability. *Scandinavian Journal of Medicine & Science in Sports*, 2006, 16, 417-425.

Kosma, M., Wood, T.M., Rintala, P., & Acock, A.C. A comparison of the effects of health-related fitness and motor ability on adaptive behavior among adults with intellectual disabilities. *Journal of Human Movement Studies*, 2004, 47, 303-326.

Dilana Schaafsma (PhD) is a researcher/ assistant professor at the faculty of Psychology and Neuroscience at Maastricht University and the Gouverneur Kremers Centrum. In 2009, she started her PhD project that focuses on sex education for people with intellectual disabilities. She has conducted studies, both qualitative as quantitative, to extend the knowledge base on this topic, using Intervention Mapping as a guideline. In October 2013 she received her PhD. Her current goal is to develop sex education materials for people with intellectual disabilities. She is also active as Clinical Director Health Promotion for the Dutch Healthy Athletes program.

Joke Schrauwen holds a master degree in Art Sciences, a teaching certificate (both 2005 Ghent University), and a master degree in Cultural Management (2010 University of Antwerp). After a career in the private art sector, she joined the University of Antwerp and the Antwerp Management School in 2010. In her research activities, she studies a broad variety of topics in public management; from change and leadership in policing to public private partnerships for

heritage storage. She has completed several policy preparation studies, from the creative industries to cultural governance, all resulting in clear recommendations for as well policy as practice. Currently, she conducts a research project together with two Special Olympics athletes, Evy Ploegaerts and André Schepers. They study the added value of inclusion of people with intellectual disabilities in a normal economical circuit.

Doctor **Emmanouil Skordilis** is an assistant professor of Adapted Physical Activity within the School of Physical Education and Sports Science, in the National and Kapodistrian University of Athens, Greece. He teaches courses such as 'Assessment in Adapted Physical Activity', 'Physical Activity for Individuals with Physical Disabilities', both in undergraduate and graduate level.

He has received his Doctorate and Master's Degrees in Springfield College, Massachusetts, USA, and his undergraduate degree in the National and Kapodistrian University of Athens.

His research of 41 publications in the field, may be found in the following link:

http://www.researchgate.net/profile/Emmanouil_Skordilis

Joke Stoffelen is a PhD candidate at the faculty of Psychology and Neuroscience at Maastricht University and the Gouverneur Kremers Centrum. Her PhD project focuses on the sexual health of people with intellectual disabilities. She has conducted several qualitative studies with people with intellectual disabilities to assess their needs and wishes with regard to sexuality. In her latest study she is interviewing lesbian women with an intellectual disability.

Recent publications:

Stoffelen, J.M.T., Kok, G., Hospers, H., & Curfs, L.M.G. (2013). Homosexuality among people with a mild intellectual disability: an explorative study on the lived experiences of homosexual people in the Netherlands with a mild intellectual disability. *Journal of Intellectual Disability Research*, 57(3), 257-67.

Schaafsma, D., Kok, G., Stoffelen, J.M.T., Doorn, P. van & Curfs, L.M.G. (2014). Identifying the important factors associated with teaching sex education to people with intellectual disability: A cross-sectional survey among paid care staff. *Journal of Intellectual & Developmental Disability*, 39(2), 157-166. (Open access)

Schaafsma, D., Stoffelen, J.M.T., Kok, G. & Curfs, L.M.G. (2013). Exploring the Development of Existing Sex Education Programmes for People with Intellectual Disabilities: An Intervention Mapping Approach. *Journal of Applied Research in Intellectual Disabilities*, 26(2), 157-166. (Open access)

Heinz Tippel, formerly at the University of Teacher Education in Graz, Institute of Research, School Development and Innovation and since 1999 *Lecturer at the Karl- Franzens-University in Graz (Teacher Education, Research)*. *He has been a volunteer at Special Olympics in various working areas from 1986 (e.g. Head of Delegation in Anchorage 2001, World Youth Summit in Nagano 2005, Project leader of different SO- project, eg. PU)*. *He is working in six European Comenius School Projects , Current Project: Great to be happy.*

Past published articles:

Schulklimaforschung an einer steir.Hauptschule.In: Unser Weg,48.Jg.5/1993.
Teaching in a foreign language - to improve understanding. Language project in HS
Deutschfeistritz. Unser Weg,50.Jg.5/1995

Effects of inclusive sports in schools (IASSIDD, 2014)

Social capital survey in schools (still in work)

Case study: Tanz und Theater mit Kindern mit SD (Bachelorarbeit, still in work)

Happiness in Schools (since 2010 – 2013 work in progress) Miteinander leben-voneinander lernen
(Master-Thesis, Universität Klagenfurt, 2006)

Hana Válková is Professor at Palacký University Olomouc, recently Faculty of Sport Studies, Masaryk's University in Brno, Czech Republic. President of Czech Special Olympics '(responsible for education of students, volunteers, coaches and research), prior sports: track and field and cross-country skiing. Academic background: PE teaching, psychology, special education. Pedagogy orientation: sport psychology and adapted physical activity. Founder of APA in the Czech Republic with an influence in Central and Eastern Europe. Recent consortium member of Erasmus-Mundus APA. Research orientation: psychosocial aspects of individuals with mental disability, Special Olympics (volunteering, Healthy Athlete variables in relation with sports training).

Recent publications (only in English and only with SO topic – since 2009):

Francová, L., Válková, H., & Šinkovský, R. (2013). Comparison of training and competition opportunities in leisure time among people with intellectual disabilities in selected European countries. *Monten. J. Sports Sci. Med.* 2 (2), 15–20.

Popovič, M., Válková, H., Popovič, R. & Dolga, M. (2013). Motor performance and academic achievement in secondary school students with intellectual disabilities. In *19th international symposium of adapted physical activity: Book of abstracts (p. 211)*. Istanbul: T.C. Yeditepe University.

Nankervis, K., Cousins, W., Válková, H., & Macintyre, T. (2014). Physical activity, exercise, and sport. In L. Taggart, W. Cousins (Eds.). *Health promotion for people with intellectual and developmental disabilities*, 174-183. McGraw Hill: Open university Press.

Válková, H. (2010). Special Olympic Healthy Athlete program: concept and relation with HBSC study. *Acta Gymnica UPOL*, 43, Supl.1. 46.

Válková, H. (2014). Lifestyle Habits of Czech Elderly Special Olympic Athletes. In D. Hellsenstein, A. Dunsky, Y. NHutzler (Eds.) *Exercise and Sport Sciences. Book of Abstracts cfrom the 3rd Wingate Congress*. P. 146. Wingate College, Israel.

Válková, H. (2014). A detailed consideration of the effectiveness of the "Maximum Effort Rule" in the Special Olympics. In S. Dowling, S. and D. Hassan (Eds.) *Sport, Coaching and Intellectual Disability*, Ch 14. Ullster.

Prof. Dr. **Manfred Wegner**, M.S., graduation at the Christian-Albrechts-University in Kiel, Germany. Scholarship and graduation at the University of Utah, U.S.A. Doctorate degree in 1992 and habilitation in 1998 at Kiel University. Professor for sports psychology, sports sociology, and sports history at the University of Kassel from 2003 to 2008. Full professor for sports psychology and movement science at Kiel University since 2008. Main research topics are on applied sports psychology and psychological training, stress and coping, team development, rehabilitation and adapted physical activity. Former president of the German sports psychology organization (asp), member of several boards and committees, e.g. German Olympischer Sportbund (DOSB - development in sports) and Special Olympic Germany (SOD-scientific advisory committee). My research activities are mainly focused on the collection of empirical data. There are several studies conducted on cognitive tasks (e.g. concentration) in team sports (topic of my dissertaton) as well as on team development (e.g. conflicts, cohesion). In the field of adapted physical activity I did research on coping strategies and physical activity of people with a disability (topic of my habilitation). Recently, my research interests are concerned with several psychological topics like emotion, motivation, learned helplessness or social-psychological factors in sports performance. I do research in school settings as well as with high elite athletes. One of my target group in adapted physical activty are people with an intellectual disability. There are several publications concerning intellectual disability, sports and inclusion published by our scientific advisory committee of SOD.

Maciej Wilski is a psychologist and post-doctoral Research Associate in Chair of the Physical Culture of the Disabled in University School of Physical Education in Poznan. He has Ph.D. in physical culture sciences (Ph.D. dissertation: Personal and social predictors of self-care in persons with myocardial infarction) and experience in social sciences (M.A. in psychology; M.A. in physiotherapy). His research interests are in the factors that promote physical activity among people with disabilities. Other research and academic interests are in rehabilitation psychology, sport psychology and adapted physical activity. He has been active member of several research projects and an expert in the area of sport and recreation of persons with disabilities in national study of the situation, needs and opportunities of persons with disabilities in Poland (systemic research project funded by European Union) . He has experience in cooperation with associations, organizations and institutions working for the intellectually disabled.

Appendix 2: Papers circulated electronically in advance of the Seminar

O'Brien, P., McConkey, R. & Garcia-Iriarte, E. (2014) Co-researching with people who have intellectual disabilities: Insights from a national survey. *Journal of Applied Research in Intellectual Disabilities*, 27:1, 65-75. DOI: 10.1111/jar.12074

Measuring and Improving Social Impacts: An interview with Marc J. Epstein. From www.forbes.com

Kazimirski, A. & Pritchard, D. (2104) *Building your measurement framework: NPC's four pillar approach*. London: NPC

Extract from Special Olympics Inc., Global Strategic Plan 2011-2015 (P.35)

SOI 'Research Deep Dive' December 2013 – Background briefing materials.

Appendix 3: Feedback and Evaluation Forms

Special Olympics Europe/Eurasia (SOEE): Feedback on Research Network Seminar

We want feedback about the Seminar from you personally. This is needed for our report to the EU. However it will also assist our future planning. No one will be identified in any reports. Your personal details are solely for maintaining contact with you. Many thanks for your help.

What did you find most helpful/useful/informative about the Seminar? Why was this?

How could the Seminar be improved/done better if we had future seminars?

What do you think are the priority topics for future Research & Evaluation in SOEE: particularly those to which you could contribute?

What would help you to become more involved/stay involved in Research & Evaluation in SOEE?

What sources of funding have you accessed/are available nationally or internationally to support Research & Evaluation in Intellectual Disability and/or Special Olympics?

Listed below are different ways you could be involved in the future. Please indicate your preferences and availability. Use the comment column to give further details of your interest.
 You can be involved in more than one activity.

Involvement	Yes	Maybe	Unlikely	Comment
Join the Steering group for the Research Programme				
Member of a planning group for a work package.				
Co-ordinate a work package				
Seek local resources to undertake a research project				
Undertake a literature review				
Recruit participants for a research project that will be co-ordinated by SOEE.				
Recruit co-researchers with intellectual disabilities				
Act as a consultant to SOEE – review proposals, reports.				
Other activities – please describe				

Other comments you would like to make.

Name _____
 Email address _____
 Contact phone number _____

Appendix 4: The Antwerp Vision on an inclusive society

Aceptance: People with intellectual disabilities are accepted as equals and are treated with respect.

Networks: People with intellectual disabilities are embedded in their local communities and networks (sports clubs, schools, hobby clubs, parents organizations, work places ...).

Together: People with intellectual disabilities interact socially with others, whether they have intellectual disabilities or not.

Work: People with intellectual disabilities have tailored opportunities for vocational training, work experience and paid employment. They are specialists in their own field. Not sure what you mean by this?

Education: Full inclusion is achieved in schools because mutual respect and comprehension are learned from a very young age. By investing in inclusion for children, society invests in a consolidated future for everyone.

Raise their voices: People with intellectual disabilities have a voice: they are involved in decisions that affect them and their community because a different perspective can provide added value.

Pay: Through paid employment, the poverty experienced by people with intellectual disabilities is reduced and they have more autonomy, higher self-esteem and a better well-being.

Talents: The focus is on the talents, skills and competences of people with intellectual disabilities, not on their shortcomings.

Economy & society: The balance between organizational, economical and societal needs are key challenges or priorities to our business leaders and managers.

Now or Never, Mr. Presidents! Wherever impossible change, improve, enhance and open doors for those who want to help. Our governments and institutions must lead the way to an inclusive society.