

The about us section is a public document that provides background to the network. It contains an abstract of the network and a brief description of its history and milestones.

## IN A NUTSHELL

The European Network of Physiotherapy in Higher Education (ENPHE) is a network of higher education institutions offering physiotherapy degrees and promoting physiotherapy in higher education in Europe.

## SLOGAN

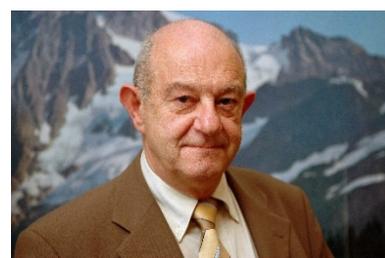
*The leading Knowledge Forum in Physiotherapy Higher Education in Europe. Home for Educators, Students and Professionals.*

## TYPE

From a legal point of view, ENPHE does not constitute a formal entity. It is not registered formally under any national legislation. Instead, it can be described as a regional and non-formal network of higher education institutions which has adopted basic formal, yet legally non-binding structures for itself, which mostly reflect the organisational set-up of a non-for-profit organisation.

## HISTORY

*By Karel Stappaerts, 2019:* The first idea of a European Network for physiotherapy schools was launched in 1992. Prof. Karel Stappaerts of the Faculty of Physical Education and Physiotherapy of the Catholic University of Leuven, Belgium, organised in 1992 (November 20 and 21) in Leuven a meeting only for European PT schools with a 4-year educational programme. Some attendants of this meeting kept in touch with each other and the idea of setting up a European Network for all PT schools, also those with a 3 or 3,5-year educational programme, was elaborated. Mary Garrett from the University College of Dublin in Ireland, Henri Bour from the Polytechnic of Utrecht in the Netherlands, Patrick Willems from the Catholic University of Louvain-la-Neuve in Belgium and Karel Stappaerts prepared a meeting in order to create ENPHE. The organisation was done by the University of Leuven and more than 400 European schools of physiotherapy were invited for this founding meeting in Leuven on the 11<sup>th</sup> and 12<sup>th</sup> of February 1995. Eighty-three participants from 68 schools, coming from no less than 15 European countries, attended



the meeting, for which financial support was found from the European Commission. In the opening session, the participants were addressed by the Rector of the University of Leuven, Mrs. K. Verli from the European Commission, Mr. A. Lopes who represented the Standing Liaison Committee of Physiotherapists in the European Union (SLCP) and Prof. J. Camy, one of the initiators of the European Network for schools of physical education. In the following session, a presentation and a first analysis was given of the PT education systems in different European countries. The meeting ended up with the presentation of the Charter of ENPHE and the election of the national representatives in the Co-ordinating Group. Within the Co-ordinating Group, four officers in the Governing Board were elected. Karel Stappaerts was elected as president, Mary Garrett as vice-president, Henri Bour as general-secretary and Michel Paparemborde from Lille in France as treasurer. The declaration of intent of ENPHE was to be the leading PT organisation in Europe, enhancing collaboration and innovation of the PT education in Europe.

## SEAT

As ENPHE is not formally registered, it has no official seat. However, the first office of ENPHE was established in Belgium. It later moved to the Netherlands, when ENPHE vice-president Wil Delis took position in 2009. The ENPHE office has remained in the Netherlands since then.

## MILESTONES

**2020 – INTRODUCTION OF GOVERNANCE GUIDELINES.** In 2020, the ENPHE governing board introduced the network's first governance guidelines. The guidelines are the result of a participative process supported by an external consultancy between 2018 and 2020. The holistic development included workshops, surveys and dialogue with the board, committees, working group leaders and full membership.

**2019 – MAINSTREAMING OF THE ESB.** In 2019, the ENPHE Students Body (ESB) was mainstreamed into ENPHE. It means that students form an integral part of any activity, group or committee of ENPHE. With it, Lea Heinrich (FI), the current ESB students' representative has become an integral part of the ENPHE Governing Board. She equally participates in all discussions and decisions. At the same time, the ESB has been dissolved as an ENPHE supported unit, whereas the students continue to organise themselves through an informal ENPHE student group.

**2019 – PARTNERSHIP WITH EIAE.** The partnership endorsement between the European Association for International Education (EIAE) and ENPHE allows both networks to

collaborate for the promotion of common goals and interests, and to the benefit of their members. The main common interest is quality enhancement of education through the promotion of internationalization in education in Europe.

**2018 – PARTNERSHIP WITH EIPEN.** The partnership endorsement between the European Interprofessional Practice and Education Network (EIPEN) and ENPHE allows both networks to collaborate for the promotion of common goals and interests, and to the benefit of their members. The main common interest is quality enhancement of health care through the promotion of interprofessional education in Europe.

**2018 – APPROVAL OF ASSOCIATED MEMBERSHIP.** The globalisation of education is now high on the agenda of all physiotherapy institutions in Europe, and therefore it is important that ENPHE looks outside Europe. Thus, ENPHE introduced an associated membership category to non-European physiotherapy education institutes (NEPEI) and non-education institutes/organizations (NEIO).

**2018 – QUALIFICATION OF PHYSIOTHERAPY TEACHERS IN HIGHER EDUCATION RECOMMENDATION DOCUMENT.** The document has been developed by request of ENPHES's Eastern European member countries. Its aim is to defend – next to their legal entities – the relevance for educators to have master or PhD degrees in other scientific areas than physiotherapy. The document is available for all ENPHE members.

**2018 – EDUCATIONAL TOOLS DATABASE FOR ENPHE MEMBERS.** The ENPHE database was created. It provides members with a variety of educational tools to be used in their daily practice of education.

**2018 to 2020 – ORGANIZATIONAL DEVELOPMENT PROCESS.** The development of a strategic statement with a practical governance package to support ENPHE's strategic and day-to-day work took place. It included a comprehensive member consultation process.

**2016 – PARTNERSHIP WITH ER-WCPT.** The partnership endorsement between the European Region of the World Confederation for Physiotherapy (ER-WCPT) and ENPHE seeks to enhance the reciprocal relationship between education and physiotherapy practice. The aim is increasing the quality in practice and to respond to the needs in practice by adjusting education. To reach this, the networks agreed to collaborate through mutual participation in each other's working groups, and by developing research and events together.

**2013 to 2016 – ESCO DOCUMENT DEVELOPMENT.** ESCO is the multilingual classification of European Skills, Competences, Qualifications and Occupations of the European Commission. It identifies and categorises skills, competences, qualifications and

occupations relevant for the EU labour market and education and training in 25 European languages. For the definition of each level in physiotherapy, ENPHE collaborated with the group of education of the ER-WCPT. Next to the definitions of the professions and the definition of the three levels, ENPHE established a working group to specify the roles and competences of each professional level and the level of education. The document is available for all ENPHE members.

**2010 to 2011 – ENPHE STUDENTS BODY DEVELOPMENT.** In 2010, the Governing Board decided to include the students of their members more formally into ENPHE activities. They supported the students with the development of their own organisation and created the International Students Body (ISB). Before 2010, students could register to ENPHE conferences, however, there was no specific programme for them. This led to a rather passive role of the students in supporting the designing of 'their education'. In 2011, during the ENPHE conference in Estoril, a governing structure of the ISB (similar to the structure of ENPHE) was implemented with support from ENPHE. Step by step, the participation of students grew. The unit was later renamed into: ENPHE Students Body (ESB).

**2003 to 2007 – PARADIGM SHIFT TO COMPETENCE-BASED EDUCATION WITH COMPETENCE CHART OF THE EUROPEAN NETWORK OF PHYSIOTHERAPY IN HIGHER EDUCATION.** In relation to the Bologna process, ENPHE supported its members (amongst others through the Tuning process) with the transformation of their curricular structures and education into competences-based education. In 2007, a competence chart has been published that concluded four years of work of moving towards a competence-based education paradigm. The book defines the competences to be acquired during the education for undergraduates.

**1996 – ENPHE REPORT ON PHYSIOTHERAPY EDUCATION IN EUROPE.** The first report published by ENPHE was realized with funding from the European Commission. It constituted the first formal task undertaken by ENPHE and included an inventory of study programmes and research activities related to physiotherapy in Europe. By that time, 415 schools of physiotherapy existed in Europe.

**1996 – FOUNDING OF ENPHE.** Prof. Karel Stappaerts from the Faculty of Physical Education and Physiotherapy of the Catholic University of Leuven, Belgium, was elected as first ENPHE president.



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