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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Best Practice #2 - Portugal

IPDJ – Instituto Português do Desporto e
Juventude

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Resource Center for Adapted Sport

Key words. Please insert 3 to 5 key words that best describe the best practice

Adapted Physical Activity; Sport Club; Trans-contextual model; Adapted sport resource center; Disability

1. Type of Disability

Please describe the type of disability that this practice is focused on. If there is an official definition of the disability in European or National documents please provide it.

The project is intended for all people, regardless of age, gender, or functionality. Focusing on the promotion of inclusive sport and physical activity in the most diverse contexts, it involves people with any type of disability/impairment, as well as people without disabilities, students with special needs in a work towards inclusion where everyone is aware of the development of joint activities.

2. Organization & Reference

If applicable: Official data of organization, school, club etc. (name, address, email). Please give references such as internet source, homepage etc.

APCAS – ASSOCIAÇÃO DE PARALISIA CEREBRAL DE ALMADA SEIXAL [ALMADA SEIXAL CEREBRAL PALSY ASSOCIATION]

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https://www.instagram.com/apcas_paralisia/

APCAS was formally constituted on 12 January 2011 and is recognized as a non-governmental organization. It's an institution particular social solidarity [IPSS] whose objectives are centered on the prevention, qualification, participation, social inclusion and support of people with cerebral palsy and their families, related neurological conditions and others.

APCAS guides its intervention in the different domains of the sphere of action, by proactive advocacy for the inclusion of all people with disabilities, in particular with cerebral palsy and related neurological conditions with locomotor impairment.

APCAS presents a fertile activity in social and sporting activities and seeks to position as local, regional, and national reference in relation to the capacity to respond to people with disabilities, their families and partners in the community.

The realization of projects that cover different layers of society, from a perspective of achieving values of citizenship in its fullness, appear as a step forward in inclusion, in a society truly for all. With a work aimed at everyone, because when we talk about inclusion, we talk about working with everyone and not just with some, focuses on the development of projects that promote equal opportunities, with activities with a strong impact on the community, from training, awareness, interventions in the context, transfer of materials, among other activities.

APCAS is also known as a great community partner, establishing connections both locally and in a remote manner, according to general demand.

Key activities:

- Supporting the social inclusion of persons with disabilities and their families;
- Promotion and dissemination of adapted physical activity in community structures;
- Implementation of sports programs targeted for persons with disabilities, that promote the regular practice of physical activity;
- Dissemination of pedagogical models that promote the participation and social inclusion of students with or without disabilities in the school community;
- Technical support to teachers and other professionals regarding the implementation of inclusion strategies;
- Mobilization of resources towards the development of several projects targeted at promoting the practice of physical activity throughout the lifespan;
- Planning activities to share intergenerational skills;
- Development of programs and projects to increase the autonomy of persons with disabilities;
- Development of pedagogical tools, namely in the sports and citizenship domains, intended for teachers, sport technicians, families and persons with disabilities;
- Implementation of psychomotor development projects, focused on child's play and early intervention;
- Implementation of volunteering programs for youths and elderly people;
- Promotion and dissemination of the Adapted Sports Resource Centre as well the technology device;
- Development of activities at local, regional, national, European (ERASMUS Projects) and Internationally "Cape Verde, Africa -

Portuguese Speaking African Countries (PALOP), Community of Portuguese Speaking Countries (CPLP)”.

- So, APCAS have a longitudinal work that seeks intervene in different population groups, from the people with disabilities to the students, seniors, teachers, trainers, families, etc. APCAS currently develops projects at regional, national and international levels. Support more than 150 families and, since 2013, developed activities involving: 93 431 students, 10 674 young people with disabilities, 9 871 professionals, 4 186 seniors and 15 136 family members/ volunteers. It has a network of more than 1000 associates.

3. Formal/Informal

Please state if the setting refers to formal or informal education (sport clubs, etc.).

The Resource Centre for Adapted Sport aims to contribute to the development of Adapted Sport, carrying out a direct follow-up with professionals and teachers from schools, institutions, sports clubs, and awareness actions for the community in general (formal and informal education).

APCAS is a partner par excellence in the training of Human Resources, it has a Resource Center that represents the real context of intervention with a Team of Trainers of its own, with Manuals of Sport with Meaning, with students and sports practitioners, with products of support and specific and/or adapted sports equipment/materials.

4. Practice summary

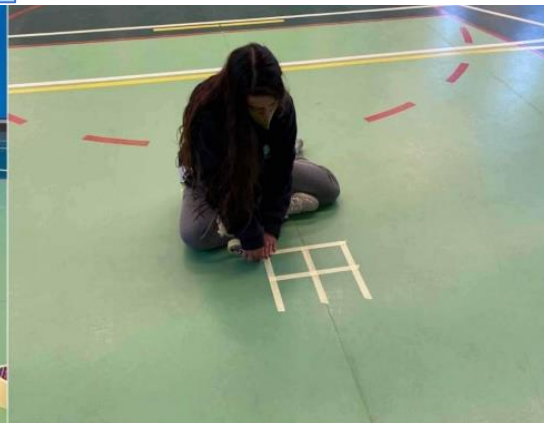
Describe what and how was done (regulations of the sport/game/competition/physical activity), please state the specific context of the practice and the sport(s)/game/competition involved.

The Adapted Sport Resource Center is active in the development of Adapted Sport:

- Availability of specific materials and equipment for adapted and specific sports for people with disabilities - carrying out about 12 annual protocols with schools (primary and secondary education) and universities;
- Carrying out credited training actions for teachers in different specific modalities and adapted for people with disabilities - about 6 credited actions per year and 40 teachers/ technicians involved;
- Awareness and demonstration actions for the entire community (regardless of gender, age or functionality) - involvement of 1500 participants per year (students, teachers, people with disabilities, volunteers, families and others);
- Dissemination of existing adapted sport offers at regional level (sports clubs) - creation of flyers with the respective information and dissemination by the community.

The promotion of sport for everyone in the community, especially for people with disabilities, has been one of the project's objectives, with a view to raising the awareness of clubs for the inclusion of practitioners with

disabilities in their regular classes and/or the development of adapted sports / modalities and /or specific for people with disabilities.



5. Variations implemented

Please state any kind of useful variations (e.g., concerning settings, age of participants, types of disabilities and adaptations to other sports) of the practice.

The availability of material to the school community varies according to identified needs, being a potential for inclusion of people with disabilities in physical education classes. Allied to the use of the material, training in specific and adapted modalities for teachers is added, which enables them

to put them into practice in physical education classes and, consequently, promote the inclusion of people with disabilities.

Actions of a sensitizing nature carried out in the community need adaptations according to age groups, context in which they are carried out, materials and number of participants.

6. People involved

Please state organizations and people involved, provide types of disabilities participated in this specific good/best practice. If applicable, be concrete about the different roles of the people involved.

The Resource Center for Adapted Sport intends to respond to the needs of the school community (from training to specific material) - involving students (from pre-school to higher education) with and without disabilities and teachers.

Proximity and training work is carried out with sports clubs for the inclusion of people with disabilities, as well as awareness-raising actions in the community. This work is carried out by technicians specialized in the sport and psychomotor rehabilitation areas. The Seixal Training Centre is also involved in the teacher training process.

7. National guidelines adopted

Please refer to the national guidelines that are met through the practice. Give basic legislation frameworks that can help teachers understand their legal-driven responsibilities towards their students.

It is estimated that 15% of the world's population has a disability, being considered the largest minority in the world (WHO, 2011; EU InSport, 2021), with 1 in 6 people in the European Union having a disability – around 80

million people with disabilities in Europe. According to the European Disability Strategy around 80 million persons with disabilities in Europe and measures are needed to promote a more inclusive society and to combat the barriers imposed on people with disabilities.

Portugal ratified the Convention on the Rights of Persons with Disabilities, whose principles are centered on (Article 3 – General principles) (United Nations, 2006): Respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons; Non-discrimination; Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; Equality of opportunity; Accessibility; Equality between men and women; Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Sport is an integral part of the context of all individuals and the Convention on the Rights of Persons with Disabilities, in its art. 30.⁹ and its different dimensions and specificities are addressed in the White Paper on Sport, but segregation and the lack of equal opportunities in the participation of people with disabilities in sport continue to be a reality recognized by the EU and the Member States.

The progress report indicates that, as the European population ages, the number of people with disabilities tends to increase. So, full access and participation in recreational and sport activities is one of the EU’s areas of action under the European Disability Strategy. In Portugal, about 65% of the population aged 15 and over do not practice any physical exercise, and a third of all deaths are caused by behavioural risk factors, insufficient physical activity (National Institute of Statistics, 2020).

In the national and European strategy for the inclusion of people with disabilities, sport is an integral part. The European strategy on the rights of people with disabilities 2021-2030 defines as a strategic axis the

improvement in access to art and culture, leisure, sport and tourism, emphasizing the importance of raising awareness of the inclusion of people with disabilities. Also in its strategic axis 7, the national strategy for the inclusion of people with disabilities 2021-2025 defines as a general objective the promotion of sports practice at all ages.

These aspects are also part of the Sustainable Development Goals with regard to people with disabilities, noting that it should “Ensure responsible, inclusive, participatory and representative decision-making at all levels”, where the 2030 Agenda states that sport contributes significantly to achieve the Sustainable Development Goals, recognizing it as a facilitator for the promotion of sustainable development, peace, tolerance and empowerment of the vulnerable population, including people with disabilities and women.

At a national level, the Basic Law for Sport and the inclusive education system (Decree-Law 54/2008) are also drivers of projects like this one, in the sense of allowing the implementation of methodologies and strategies that put into practice what is recommended in the different diplomas. Studies indicate that in the school, sports and leisure context there are several barriers to the participation of people with disabilities, however these are essential domains in promoting functionality, quality of life and inclusion of people with disabilities.

8. Implications for teachers/practitioners etc.

Please write any useful implications (what teachers/coaches/physical educators should take into account: safety considerations, equipment needed, support needed) that the practice might have. This may include focal points of the types of disabilities included and how these points were addressed, in terms of the participation in sports.

Training for teachers makes it possible to acquire tools and information on the use of specific sports material for the practice of specific sports adapted for people with disabilities. In this way, its correct use is guaranteed and the participation of students with disabilities who need to use this material is enhanced. Whenever requested, APCAS provides the necessary support for the use of the material, field marking and consultancy regardless of the context - school, club, institution or other.

9. Innovative resources, materials, methods etc. used

Please refer to the resources, materials, methods etc. have been employed. Strategies for creating an inclusive environment, prioritizing accommodations for students with disabilities, forming/refining accessible facilities, equipment, and assistive technology. Please include techniques for adapting sports activities to meet the needs of students with disabilities, such as modified rules, specialized equipment and assistive devices.

The provision of specific materials from adapted and specific sports for people with disabilities enhances their inclusion in regular classes and promotes equal opportunities for participation and access to sports. Community awareness actions challenge everyone involved to put themselves in the place of the person with a disability, through the practice of adapted and specific sports activities, which require the use of material adjusted to the needs and functional characteristics.

10. Communication and collaboration strategies

If applicable, describe strategies for collaborating with other educators, parents, and students to ensure that everyone is working together to create an inclusive environment.

At the Resource Center for Adapted Sport, consultancy work and proximity to clubs, schools, institutions are valued, with a view to sharing information, strategies, tools, which promote access to sports and equal opportunities for people with disabilities.

11. Evaluation and/or reflection methods

If applicable, state how teachers planned to know, to what extent basic goals were met. That is, give any kind of evaluation practices, self-reflection methods, forms of data collection, post-event documentations and follow-ups. Also, report any positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

The accredited training actions for teachers are composed of moments of putting the knowledge learned into practice (e.g., presentation of practical work) as well as reflection. The acquisition of tools becomes fundamental for the implementation of specific and adapted modalities for people with disabilities in physical education classes, as a strategy to promote inclusion.

APCAS is also available to develop awareness actions in schools, using the reverse inclusion method - people without disabilities practicing sports activities practiced by people with disabilities, including people with disabilities themselves in practice. In this way, it disseminates the practice of sports for people with disabilities as a good practice and a necessity to fight / combat discrimination, remove and/or reduce obstacles and create conditions for access and participation in the practice of sport and physical activity access to sport.

A satisfaction questionnaire is carried out for each action. The increase in material transfer protocols that has been observed from year to year, as well as the increase in the regular sports offer and the inclusion of people

with disabilities in clubs, represent the evolution in access to sports for this population.

12. Training pathway for teachers for integrating this good practice

Please provide 5 to 15 practical tips to teachers of sports for implementing the proposed good practice. Ensure that tips: 1. refer both to formal and informal settings 2. contribute to the awareness of educators for the needs of students with disabilities 3. take into account the environmental/architectural and attitudinal barriers (such as inaccessible sport spaces, equipment needed, support provided), 4. provide individualized adaptations 5. provide social and emotional support by encouraging social interaction and peer support 6. provide Positive Reinforcement to motivate them to continue participating in sports and to develop their skills and abilities.

To create an inclusive environment, we will ensure that teachers:

- Hold meetings to share experiences and good practices among themselves, but also with technicians from other areas and contexts;
- Adjust the activities to the characteristics of the participants (age, sex and functionality);
- Use the tree model to adapt activities (adaptation of themes, contexts, organization of activities and communication strategies);
- Promotion of reverse inclusion;
- Create friendly environments that promote inclusion, resorting to activities that lead to the participation of all;
- Have access to specific sports resources that promotes the inclusion of people with disabilities.