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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Reports on national resources

**Denmark, France, Greece, North Macedonia,
Portugal, and Spain**

No. 101089892 – IDI4Sport – ERASMUS-SPORT-2022-SCP



Work Package 2 – Resources and modelling

D2.1 Reports on national resources

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Work package Lead	University of Macedonia
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Introduction

The IDI4Sport Project: Inclusion and Disabilities In and through sport

The IDI4Sport – Inclusion and Disabilities in and through sport project – is a three-year sportive endeavour which aims to develop sport practices for children with disabilities with the Olympic and Paralympic Games 2024 as a background heritage. This project is rooted in the principles of promoting social inclusion, expanding opportunities for children with disabilities, and diminishing the barriers they face. Its overarching goal is to create inclusive environments that champion equity in sports participation. The primary beneficiaries of the IDI4Sport project are the teachers, sport trainers, and youngsters from 10 to 20 years old participating in sports in formal and informal settings. The partnership is composed by a diversity of seven actors in six countries, namely France Education International, FEI in France, Portuguese Institute of Sport and Youth, IPDJ in Portugal, University of Macedonia, UoM in Greece, The Olympic Committee of North Macedonia, OCNM in North Macedonia, International Sport and Culture Association, ISCA in Denmark, Instituto España se Mueve, IEsM in Spain, Institut national supérieur formation et recherche pour l'éducation inclusive, INSEI in France.

The IDI4Sport Project is designed to advance social inclusion and enhance the engagement of young individuals with disabilities in sports. It also strives to cultivate inclusive settings that promote fairness and foster equity while addressing the broader needs of the young people (age 10-20 years old) with disabilities in sports. The primary goal of the project is to encourage their involvement in sports, alleviate the challenges they face when seeking to participate, and explore solutions to overcome these obstacles. Ultimately, the project aspires to inspire them to strive positively, akin to Olympic athletes, and to kindle their aspirations.

Fostering Inclusivity through the **IDI4Sport** national reports

This report is a comprehensive resource that encompasses methodologies used by each country to collect general information about inclusion in sports, and the best practices identified in each country. It underscores the importance of inclusivity in sports in formal and informal settings, emphasizing the principles of equal access, a supportive environment, safety, and holistic development. Ultimately, the IDI4Sport project and this report aim to create a more inclusive and equitable future for children in sports, celebrating diversity and providing every person with the opportunity to thrive and experience the true spirit of sports, regardless of their circumstances.

Specific and Broad Objectives of the **IDI4Sport** national reports

This report has distinct objectives tailored for the sport's community and physical educators, along with overarching objectives aimed at providing policy guidance.

Objectives for Sports Community and Educators

1. Identification of Inclusive Pedagogies in Sports: To identify and document initiatives that promote inclusive sports in primary and secondary education settings that enhance access to sport training and qualifications for all in each of the six countries.
2. Support teachers in ways to make sports inclusive: To offer ideas and specific examples to physical educators, coaches, teachers, and other stakeholders involved in children's sports programs, empowering them with practical tools and strategies for creating inclusive and welcoming environments for all participants, especially those with disabilities.

3. **Awareness and Education:** To raise awareness about the importance of inclusive sports and educate physical educators, teachers in formal and informal settings and other stakeholders about the benefits it can bring to children’s physical and emotional well-being.
4. **Resource and knowledge Sharing Among Educators:** To highlight examples of successful inclusive pedagogies and teaching methods from the studied countries that can be adapted and implemented in various educational and sports settings.
5. **Supportive Environment:** To promote the creation of a supportive and inclusive environment within schools and sports centers, where students of all abilities feel valued and empowered to participate in sports activities.
6. **Community Engagement:** To encourage collaboration between schools, sports centers, and the broader community in promoting inclusive sports, including involving parents and community organizations in supporting inclusive pedagogies.

Advancing Inclusion: Objectives for Policy Guidance

7. **Promotion of Best Practices:** To disseminate the findings widely and promote the adoption of best practices not only within the six countries but also as potential models for other nations seeking to improve inclusive sports programs.
8. **Policy Advocacy:** To enable systemic changes and improvement in the perception and inclusion of people with disabilities by providing evidence-based insights that can be used to influence policy changes or enhancements related to inclusive sports in primary and secondary education.
9. **Equity in sports:** To ensure that youngsters of all abilities and backgrounds have equal access and opportunities to participate. This

not only promotes fairness but also encourages teamwork, respect, and camaraderie among diverse participants, reinforcing the core values of sportsmanship and the true spirit of sports. Ultimately, these practices promote equity by celebrating diversity and allowing every child the chance to thrive and experience the joy of sports, regardless of their circumstances.

Navigating the [IDI4Sport](#) compliance of national reports: Structure and Content

The report includes the national reports of six countries:

1. National Inclusive Sports Insights and Best Practices Report of Denmark
2. National Inclusive Sports Insights and Best Practices Report of France
3. National Inclusive Sports Insights and Best Practices Report of Greece
4. National Inclusive Sports Insights and Best Practices Report of Northern Macedonia
5. National Inclusive Sports Insights and Best Practices Report of Portugal
6. National Inclusive Sports Insights and Best Practices Report of Spain

Each National report includes two main parts. The first part is more theory based. It presents the methodology of how the best practices were collected and a table with general information about inclusion in sports in each country. The table provides a comprehensive overview of various aspects related to the inclusion of people with disabilities in sports activities in the specified country. It includes quantifiable data on the participation of youngsters (aged 10 to 20) with disabilities in sports, legal frameworks governing their inclusion, national strategies, training provisions for staff, and regular sport events that encourage participation in each country.

The second part is practice oriented. It refers to the best practices and consists of a table and includes the following elements:

1. **Type of Disability:** This section outlines the particular type of disability addressed by the practice. It is important to emphasize that the consortium’s objective was to identify best practices tailored to the requirements of all students. The term “disability” is employed because it is commonly used in official documents. However, it is essential to recognize that all best practices consider the diverse abilities of every student and are centered on promoting a positive encouraging mindset in sports.
2. **Organization & Reference:** This section provides information about the organization involved in implementing the practice, including its name, address, email, and website. It also lists the teachers responsible for the practice. This information is crucial for reference and contact.
3. **Formal/Informal:** Indicates whether the practice is implemented in a formal education setting (primary or/and secondary schools) or informal (sports centers etc.).
4. **Practice Summary:** Offers a comprehensive overview of how the practice was implemented, including details about the sport, its rules, and the context in which it was introduced.
5. **Variations Implemented:** Discusses any variations or adaptations made to the practice, to make it more inclusive.
6. **People Involved:** Provides information about the various individuals and roles involved in the practice, including teachers, coaches, referees, players, volunteers etc. It outlines how each group contributed to the practice.
7. **National Guidelines Adopted:** Highlights the national guidelines and legal frameworks relevant to the inclusion of individuals with

disabilities in sports, ensuring compliance and support from the legal perspective.

8. **Implications for Teachers/Practitioners:** Offers practical implications for teachers and practitioners looking to implement a similar practice, covering safety considerations, necessary equipment, support requirements, and other relevant factors.
9. **Innovative Resources, Materials, Methods Used:** Describes the innovative resources, materials, and methods employed to create an inclusive environment, including modified rules, specialized equipment, assistive technology, and peer support strategies.
10. **Communication and Collaboration Strategies:** Explains strategies for effective communication and collaboration with other educators, parents, and students to ensure a cohesive and inclusive environment.
11. **Evaluation and/or Reflection Methods:** Outlines methods for evaluating the effectiveness of the practice, self-reflection, data collection, and post-event documentation. It also mentions how positive feedback and reinforcement are used to motivate students.
12. **Training Pathway for Teachers:** Provides practical tips for teachers to implement the practice successfully. These tips encompass formal and informal settings, environmental considerations, individualized adaptations, social and emotional support, and positive reinforcement strategies.

The best practices are characterized by strengths, challenges, and possible future directions. A possible strength is that the physical educators, teachers, coaches will learn how to provide tailor made support to each person for encouraging their participation in sports.

The second part of the report is also available in the form of an eco-friendly digital database that is published on the FEI's [website](#). It is envisaged that

both the report and the database will contribute to fostering environment of inclusivity within the sports sector.

Promoting Equity and Inclusion: [IDI4Sport's Vision](#)

The report shifts its focus from compensatory methods to proactive strategies that have the potential to enhance the sports community's ability to offer top-notch assistance to individuals with diverse abilities. By championing proactive approaches, this report seeks to empower the sports community to not only meet the immediate needs of individuals with disabilities but also to actively engage them in the sports ecosystem. It recognizes that through these strategies, the sports sector can not only remove barriers but also create an environment where individuals of all abilities can thrive.

Moreover, the IDI4Sport project is driven by the vision of building a more inclusive and welcoming sports environment for all. It aspires to do so by not only promoting physical inclusion but also fostering an ethos of emotional and social inclusivity. Through this report, the project aims to equip stakeholders in the sports community with insights, tools, and knowledge to contribute to positive social support, thereby improving the overall well-being and inclusiveness within the sports sector.

Ultimately, this report is more than a document; it is a call to action for everyone involved in sports. It invites individuals, organizations, educators, policymakers, and enthusiasts to join hands in creating a sports landscape where diversity is celebrated, barriers are dismantled, and every individual, regardless of their circumstances, has the opportunity to experience the joy, camaraderie, and personal growth that sports offer.

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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

National Inclusive Sports Insights and Best Practices Report of Denmark

ISCA – International Sport and Culture Association

No. 101089892 – IDI4Sport – ERASMUS-SPORT-2022-SCP



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Methodology

1. How did the partner gather the information?

ISCA's best practice collection consisted of the following steps:

- Consultation with two Danish experts to understand the data space
- Desk research
- Drafting good practice descriptions
- Sharing drafts with good practice owners for feedback and asking for suggestions for additional practices

2. How were the organisations contacted? (If it is the case: online meeting, template shared etc.)

Consultations were made face-to-face. Organisations were contacted via email. On one occasion, a phone call with a proposed contact was set up.

3. What actions were implemented for the collection and the follow-up?

Please refer to the first point above.

4. What impediments or difficulties did the partners encounter?

One good practice owner never responded to the request for feedback.

General information about inclusion in sports in Denmark

1. Youngsters (10 to 20 age old) with disabilities participating in sports.

Please state resources, data, figures (percentages of youngsters with disabilities participating in sports) with a brief overview of the data, and sources/references for that. Try to limit it to quantifiable data of participation of youngsters with disability in sport, if not possible refer to wider sources of information.

The most recent and authoritative study on this subject in Denmark is "Idræt for mennesker med funktionsnedsættelser i Danmark" ("Sport for people with disability in Denmark" by Maja Pilgaard, Karsten Elmoose-Østerlund, Zakarias Engell, Line Bilberg & Niels Anton Toftgård (2022)¹ from which we quote below.

The study is based on analyzes from 163,000 responses to a questionnaire survey among adult Danes (15+ years) in connection with the study 'Denmark in Movement'.

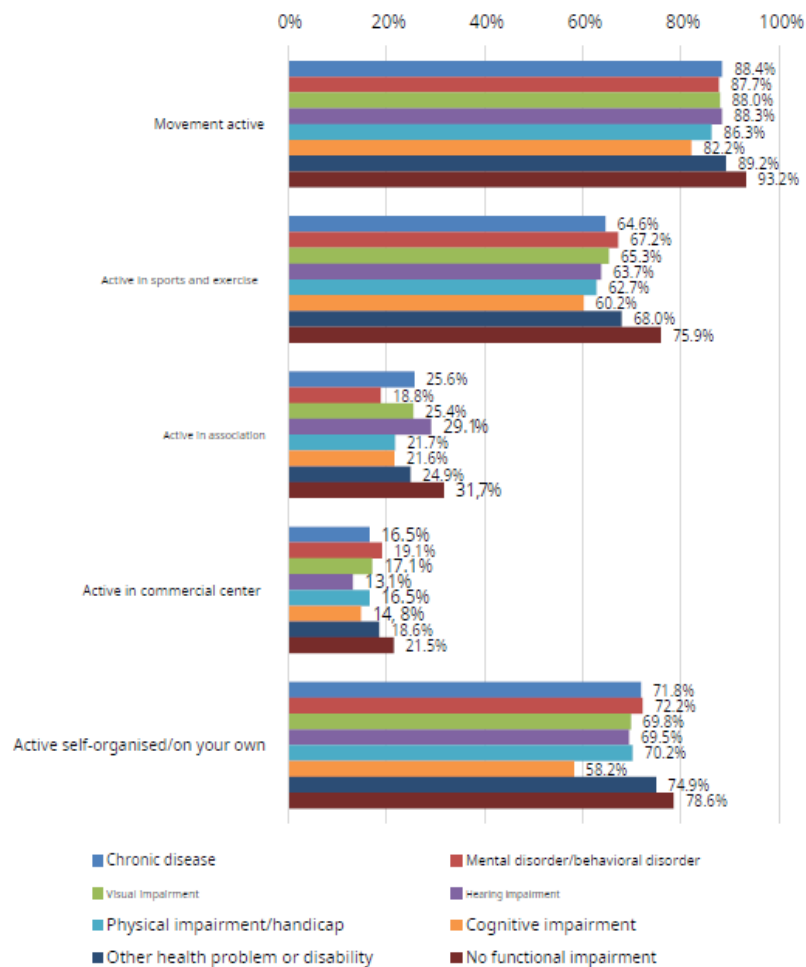
The analyzes show that 40.8 per cent of all adult Danes have a functional impairment, of which the three largest are: 1) chronic illness (19.2 per cent) 2) mental disorder/behavioral disorder (8.0 per cent) 3) physical functional impairment/handicap (7.0 per cent). Just over a quarter (27.0 per cent) of people with a functional impairment experience a high or very high degree of inhibition in relation to being physically active in their free time. The degree of inhibition is greatest among people with a physical impairment/handicap (47.3 per cent) and a cognitive impairment (46.8 per cent).

There is consistently a lower proportion of people with a functional impairment who are physically active in general and active at least once a week compared to people without a functional impairment. Especially among people with a cognitive impairment, participation is lower. This difference is particularly pronounced when it comes to self-organized sports, of which 58.2 per cent. of people with a cognitive impairment are active in, against 78.6 per cent among people without a disability.

¹ <https://www.idan.dk/udgivelser/idraet-for-mennesker-med-funktionsnedsaettelser-i-danmark/> (Pilgaard et al (2022), Idræt for mennesker med funktionsnedsættelser i Danmark, ISBN 978-87-93784-77-2 (pdf)

It is also worth noting that although the proportion of people who do (non-profit) club sports is generally higher than the proportion who do their activity in a commercial center, this is not the case for people with a mental disorder/behavioral disorder. Here, 18.8 per cent active in an association/ sport club, while 19.1 per cent are active in a commercial center (see figure 1.7 below).

Figure 1.7. Participation in movement activities and forms of organization (at least once a week) broken down by type of disability

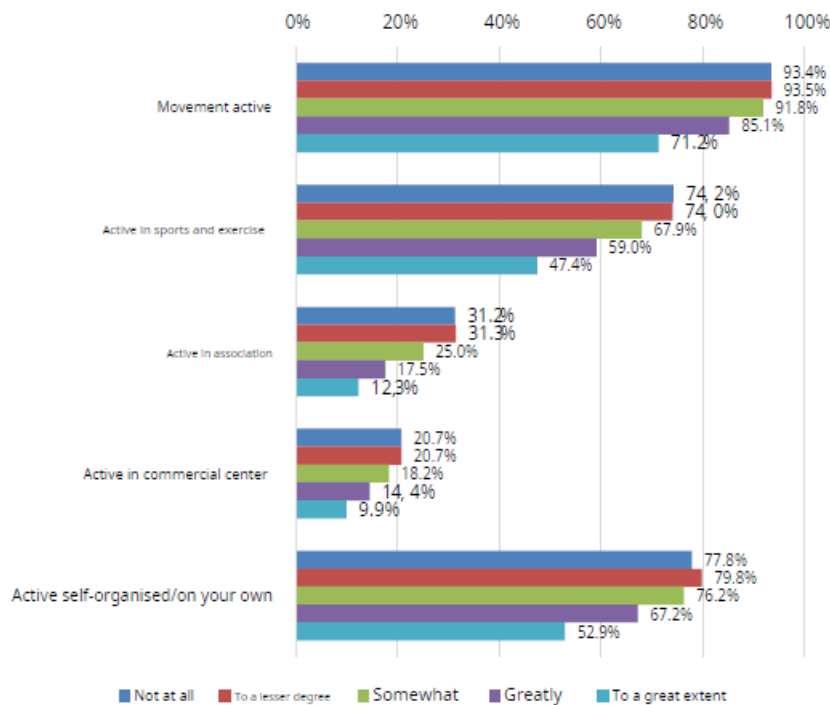


The graph shows that while there is a difference in the importance of the individual types of impairment for participation in the various forms of movement and organization, there is a clearer correlation with the degree of inhibition: the greater the perceived degree of inhibition in relation to being physically active in leisure time, the lower the participation.

There is almost no difference in the movement habits between people who 'do not' experience inhibition at all and people who 'to a lesser extent' experience this. In

contrast, participation is markedly lower among people who 'to a high degree' or 'to a very high degree' experience inhibition. For example, 47.1 per cent of people with a very high degree of inhibition active in sports and exercise against 74.2 per cent among persons who are not impaired at all. Correspondingly, the participation in association activities and in commercial centers is, respectively, 12.3 per cent and 9.9 per cent for people who experience a very high degree of inhibition while it is on or 31.2 per cent and 20.7 per cent for people who are not disabled at all (see figure 1.8).

Figure 1.8. Participation in movement activities and various forms of organization (at least once a week) divided by perceived degree of inhibition



While people with a functional impairment are generally less physically active than people without a functional impairment, the picture is more nuanced when we look at participation divided into fifteen different activity types. Here, a picture emerges of a number of movement activities in which people with a functional impairment are predominantly somewhat less active, including running, team ball games and other ball games. In contrast, people with a functional impairment are predominantly more active in outdoor activities and retraining and rehabilitation, while participation is also higher for many types of functional impairment in mental training and flexibility/stability training, gymnastics and activities in water.

Finally, there are some significant differences for the individual disability types that are worth mentioning. For example, among people with a physical impairment/handicap, there only 6.9 per cent. which are engaging in running, against 30.2 per cent. among people without a disability. It is also among people with a physical impairment/handicap that we find the lowest participation in team ball games (2.4 per cent against 10.2 per cent among people without a disability). We find the lowest participation in other ball games among people with a mental disorder/behavioral disorder (5.0 per cent against 10.4 per cent among people without a disability). Conversely, it is among people with a mental disorder/behavioral disorder that we find the highest proportion who engage in mental training and flexibility/stability training (28.7 per cent versus 18.9 per cent among people without a functional impairment). We find the highest participation in activities in water among people with a cognitive impairment (16.5 per cent versus 12.4 per cent among people without a functional impairment) (see table 1.3).

Table 1.3. Participation in different types of activity (at least once a week) broken down by type of functional impairment (percent)

	Chronic disease	Mentally suffering /ad-traffic disrupt safety	Visual-handicap	Hear-handicap	Physical function wednesday-set-count /handicap	Cognitive function wednesday-set-count	Other things whole-wide problem el-laughts he-dicap	None function wednesday-set-count
Walking and walking right trips	72.2	70.2	70.3	73.0	68.5	63.9	72.3	74.5
race	13.0	18.0	14.9	10.1	6.9	14.4	12.8	30.2
Biking	33.3	27.3	32.9	35.1	32.0	28.1	33.7	38.7
Fitness and physical training	37.8	40.5	39.1	34.1	37.2	35.0	40.8	46.0
mental training and forging strength/stability mobility training nothing	17.3	28.7	18.7	13.9	19.6	21.0	22.1	18.9
Team ball game	4.5	6.2	6.4	3.7	2.4	9.4	4.2	10.2
Other ball-game	8.0	5.0	8.0	10.6	5.5	6.4	6.8	10.4
Gymnastics	9.8	4.9	12.1	12.9	9.1	7.6	8.7	8.4
Dance	5.4	8.7	7.2	4.3	4.2	6.1	5.8	6.8
Activities in water	12.1	10.2	13.6	12.6	14.9	16.5	13.4	12.4
Activities on water	2.6	2.1	3.1	3.1	2.3	3.4	2.5	3.3
outdoor activities teeter	10.4	9.9	10.3	11.4	10.8	10.9	9.9	9.6
Roll and street activities teeter/street sports	1.1	2.9	2.1	1.0	0.7	4.9	1.1	2.0
resume training and rehabilitation ticketing	16.5	11.9	15.4	16.2	29.6	26.8	22.3	4.3
Others sports activities teeter	6.6	7.5	7.2	8.1	6.1	9.8	6.2	7.1

2. Legal Frameworks on inclusion of people with disabilities (in sports activities).

Please present the legal framework with a brief, explicit overview of your country for inclusion of people with disabilities (primary laws, dates they were issued).

There are no laws in Denmark regarding sport and disability.

The main identified laws on disability generally are:

1) The Discrimination Act² (forskelsbehandlingsloven)

The Discrimination Act was adopted in 1996. The age and disability criteria were added in 2004. The Discrimination Act prohibits direct and indirect discrimination *in the labor market* due various factors, including disability. The prohibition against discrimination applies only to employment, during employment and upon dismissal. The law also prohibits harassment or job advertisements that discriminate on the basis of ethnic origin, sexual orientation, age, etc. An employee who is subjected to discrimination is entitled to compensation. Citizens can complain to the *Equal treatment board*.

2) Law on unequal treatment due to disability³ (Lov om forbud mod forskelsbehandling på grund af handicap)

The law is the Danish implementation of the UN convention on the rights of people with disabilities⁴. In 2018, the new law came into force to prohibits discrimination on grounds of disability outside the labor market. The new law means, among other things, that a person may no longer be turned away from a restaurant or to a public event if the reason for the rejection is that the person has a disability. The new law means that the Equal Treatment Board can deal with complaints about illegal discrimination on grounds of disability outside the labor market.

3) The Service Law (serviceloven)

² <https://www.retsinformation.dk/eli/lta/2017/1001> and <https://bm.dk/arbejdsomraader/arbejdsvilkaar/forskelsbehandling/forskelsbehandlingsloven/#:~:text=Besk%C3%A6ftigelsesministeriet%20har%20i%20februar%202019,vejledning%20om%20forskelsbehandlingsloven%20fra%202005.&text=Forskelsbehandlingsloven%20blev%20vedtaget%20i%201996.>

³ <https://www.retsinformation.dk/eli/lta/2018/688>

⁴ <https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd>

The purpose of the Service Act is to offer advice and support to prevent social problems; to offer a range of general services that can also have a preventive aim; and to meet needs resulting from physical or mental disability or special social problems. As a consequence of the law, the municipality must offer help, care or support as well as training and help to develop skills to persons who need this due to significantly reduced physical or mental functioning or special social problems.

3. National strategy/ies on inclusion of people with disabilities in sports activities.

Please present the national strategy/ies of your country for integrating people with disabilities in sports (if this is linked to a legislature, please mention it).

There are no national strategies for integrating people with disabilities in sport in Denmark.

However, several organisations are working exclusively or partially with this very topic, and their work and strategies thus contribute to the Danish body of approaches:

1) Parasport Denmark⁵

Parasport Denmark's strategy⁶ is to give all people with a disability or a special need the opportunity to play sports, move, exercise and compete in an enriching and attractive social community. Parasport Denmark aims to be a significant and visible sporting political actor with great societal impact; to be a competence centre which translates and coordinates knowledge about disability sports into useful knowledge for the target group themselves, their families, specialist associations, clubs, organisations, municipalities and the state, etc; to offer attractive and easily accessible sports environments for everyone with a disability or a special need; to develop and support both exercise, participation and elite sports; and to base all activities on the core values of dialogue, cooperation and communication. Parasport Denmark is part of the Danish Sport Confederation DIF

⁵ <https://parasport.dk/>

⁶ <https://parasport.dk/om-parasport-danmark/om-forbundet/vision-og-strategi-2025/>

and as such they receive public funding while being a civil society organisation. They also receive income from private sponsorship and sales.

2) Knowledge Centre on Disability (Videnscenter om Handicap)⁷

The Disability Knowledge Center was founded in 1995 by Parasport Denmark under the name “Handicapidrættens knowledge centre”. The knowledge centre’s starting point in Parasport means that it has a fundamental focus on people with disabilities that are able and willing to engage. The centre offers sparring and advice on how to create inclusive communities and strengthened opportunities for participation for children, young people and adults with disabilities – in secondary education, in the employment community and in leisure time. The centre collaborates with professionals, decision-makers, researchers and people with disabilities on the development of methods and tools. It creates an overview of barriers and effective efforts and contribute to translating knowledge into concrete solutions that strengthen inclusion and communities.

The centre continuously publishes multiple resources of direct relevance to disability and sport⁸. The centre is a private, non-profit organisation based on public funding and miscellaneous funding from foundations and other income sources.

4. Skilled and Knowledgeable Staff.

Please mention if there is a provision by your country to train/educate coaches, teachers, physical educators about the unique challenges that students with disabilities face in sports. If there is one, please mention the provider, its duration, its main focus, the absolute numbers and percentages of people having undergone a training etc.

There is no official provision of training specifically for coaches or physical educators for people with disabilities in Denmark.

However, the dedicated institutions mentioned above provide capacity building, specialised courses, online learning etc⁹.

⁷ <https://videnomhandicap.dk/>

⁸ <https://videnomhandicap.dk/fritidsliv/>

⁹ <https://parasport.dk/aktiviteter/uddannelse/>

In particular, Parasport Denmark provides

- Education courses¹⁰. These are provided at a cost, but the municipality has a legal obligation to support these activities financially.
- Online courses¹¹. These are free of charge.
- Certification of social institutions (though capacity building)¹². This is a service for which the institutions or municipalities pay a fixed fee.
- Sport ambassador training¹³. This is a training that is delivered against a fee.

In addition, focus on movement and sport for people with disability is integrated in the education programmes for social workers, teachers and PE teachers, etc.

5. Sport events (permanent/regular events: European and national scale) where people with disabilities are encouraged to participate (i.e., marathons).

Please refer the organizer, the frequency of the event, the number of people with disabilities that participate.

- Special Olympics Sport Festival¹⁴: The Special Olympics Sports Festival (SOIF) is a general sports event for people over 16 years of age with general learning problems or developmental disabilities, regardless of sports level. The festival is held every other year in a collaboration between Parasport Denmark, a municipality and local associations - most recently in Kolding in 2022, and the next time in 2024 in Frederikshavn. Approx 750 participants (with disabilities)
- School Olympic Games¹⁵: Pupils with a disability have the opportunity to join at the School Olympics. The pupils can compete together with their classmates in the classic School Olympic sports, where it is possible to use special aids. Pupils with physical disabilities or visual impairments can compete with their classmates in athletics, bowling, archery, dance, running, rowing and triathlon, where they vie for a place in the big School Olympic

¹⁰ <https://parasport.dk/aktiviteter/uddannelse/kurser-for-traenere-og-ledere/>

¹¹ <https://parasport.dk/aktiviteter/uddannelse/onlinekurser/>

¹² <https://parasport.dk/aktiviteter/uddannelse/idraetscertificering/>

¹³ <https://parasport.dk/aktiviteter/uddannelse/idraetsambassadoer/>

¹⁴ <https://parasport.dk/aktiviteter/special-olympics/idraetsfestival/>

¹⁵ <https://parasport.dk/aktiviteter/boern-unge/skole-ol/>

final on an equal footing with all other classes. 35.000 students from 400 schools take part, the number of disabled students is not known

What important data are missing from each country compared to others?

The dataset seems rather comprehensive, relatively speaking. Numbers of disabled participants in sport events as mentioned above is not frequently registered.

What would you recommend to your country?

The absence of national laws or strategies give rise to the question if a more formal, governmental intervention is appropriate.

Best Practice in Denmark #1:

Bevægelse for Alle (Movement for All)

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

Movement, education, inclusion, participation

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.

This practice does not define the type of disability and includes both physical and cognitive disability.

2. Organization & Reference

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

The project is led by *Videnscenter om Handicap* (Knowledge center on disability). It is a nation-wide organisation with both public and private supporters.

Their general web site is <https://videnomhandicap.dk/>, and contact details are;
Address: Blekinge Boulevard 2
DK-2630 Taastrup, Denmark; Phone: (+45) 46 34 00 00; email: post@videnomhandicap.dk.

3. Formal/Informal

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

The project refers to formal education as it is targeting Danish primary schools.

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 project "Bevægelse for alle", is supported by the Novo Nordisk Foundation, and works to help schools promote well-being in primary schools and increase the joy of movement for ALL children.



VELKOMMEN Om Aktivitetsdatabasen

Her på siden finder du en bred vifte af aktiviteter til skole og fritidsliv fx bevægelsespauser og udelivsaktiviteter.

Aktiviteterne har tilpasningsforslag til, hvordan alle kan deltage uanset forudsætningen. Enkelte aktiviteter har desuden tilknyttet en kort video eller materialer til download.

Yderligere finder du viden, materialer og redskaber, der kan bidrage til at styrke inklusion i bevægelsesaktiviteter.

God fornøjelse med aktivitetsdatabasen.

WORKSHOP - Bevægelse for alle Kom til gratis workshop d. 8. juni kl. 14.30-16.30

Workshoppen 'Bevægelse for alle' foregår i Århus C og henvender sig elever i og omkring folkeskolen - fx lærere, pædagoger, studerende, bevægelsesvejledere mm. Workshoppen har primært fokus på mellemtrinnet og udskolingen, men alle kan deltage og få gavn af redskaber og viden om, hvordan alle elever bliver deltagende i bevægelsesfællesskabet.

LÆS MERE OG TILMELD DIG HER



Tilpasningshjulet



Background

Movement in school is important for all children and young people, but especially for children with special needs – including children and young people with movement disabilities as well as cognitive and sensory difficulties – who do not always participate in movement activities.

The project intends to promote all children’s experience of the joy of movement and inclusion in movement communities, so that in addition to increased participation in movement at school, they gain the courage and desire to move throughout their lives. Therefore, together with teachers and pedagogues, it creates knowledge and tools to handle the task of inclusion in movement activities. In addition, it provides concrete materials to increase well-being in the primary school through movement as well as for movement in the specific school subjects and the subject of physical education.

The project develops materials and knowledge to that end and facilitates 2x2 hour workshops for free for all interested primary schools.

Images from the project materials¹⁶

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 project has developed a comprehensive Activity Database¹⁷. In this database, the activities are differentiated according to age and type of movement. The activities are also grouped in Wellbeing; movement in school subjects; and Physical Education.

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.

¹⁶ <https://www.aktiviteterforalle.dk/>

¹⁷ <https://www.aktiviteterforalle.dk/skole/trivselsaktiviteter/>



Image from the project materials¹⁸

The Knowledge Center on Disability is the lead on the project. They work with scientists in Denmark, external experts, educators and facilitators to deliver the project. The educators and facilitators are the ones that deliver workshops in Danish Primary Schools across the country.

¹⁸ <https://videnomhandicap.dk/wp-content/uploads/2023/02/Alle-til-idraet.pdf> Soulie et al (2018): "Alle til Idræt", Handicapidrættens Videnscenter, ISBN 978-87-90388-22-5. The materials and images may be used free of charge, with referencing to the above.

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.

Given the limited legal and strategic framework in Denmark, this practise does not adopt any national guidelines or legislation. Nonetheless, it is fundamentally in line with the Danish Education Act, which states that Danish Primary Education should be inclusive and for all. It is also safe to say that it is in line with the Danish law on non-discrimination.

As such, the project is positive motivation-driven, and engaging schools and teachers that are motivated from the outset to create active and inclusive learning environments.

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.

The project empowers the teachers to adapt the activities to the target group, and provides guidance to that effect. In the guidelines, the activities and considerations are marked according to their disability:

- ★ Elever i kognitive vanskeligheder
- ▲ Elever i bevægelsesvanskeligheder
- 👂 Elever i hørevanskeligheder
- Elever i synsvanskeligheder

(cognitive challenges, movement challenges, listening challenges and visual challenges)

The reflection on adaptive activities are done in groups on each school, so there is focus on peer support and collective learning.

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 project has developed a range of materials:

- Main Guidance Book: <https://videnomhandicap.dk/wp-content/uploads/2023/02/Alle-til-idraet.pdf>



Front page of main guidance book

- The adaptation wheel: <https://www.aktiviteterforalle.dk/wp-content/uploads/2023/03/Tilpasningshjulet.pdf> on how to adapt activities effectively.

Alle med i bevægelsesaktiviteterne

Tilpasningshjulet

Med tilpasningshjulet kan du skrue på elementerne i bevægelsesaktiviteterne og dermed øge deltagelsesmulighederne og gøre aktiviteterne inkluderende.

Download tilpasningshjulet her



- Dialogue Cards to assist the conversation on inclusion in activities:
<https://www.aktiviteterforalle.dk/wp-content/uploads/2022/07/Dialogkort.pdf>

Inklusionskultur & bevægelsesfællesskab

Dialogkort

Med dialogkortene får du en ramme til at tale om de styrker, eleverne benytter i bevægelsesfællesskaberne.

Dialogkortene nuancerer elevernes forståelser af hinanden, og det skaber positive forståelser af hinanden, når eleverne identificerer styrker hos sig selv, hinanden og i fællesskabet.

Download dialogkort her



- Activity Database, according to age group and subject:
<https://www.aktiviteterforalle.dk/skole/bevaegelse-i-fagene/>

Bevægelse i fagene



▶
SE INTRO

KLASSETRIN

0-3

4-6

7-9

KATEGORIER

Bliv klar til læring

Faglige aktiviteter

FAG

Alle fag

Dansk

Geografi

Historie

Kristendom

Matematik

Natur og teknologi

Samfundsfag

Sprogfag

Aktiviteter til Bevægelse i fagene



Naturally

Faglige aktiviteter

Formål

Formålet med aktiviteten er at lære at finde noget magen til det man ser med samme form eller farve. Aktiviteten skal hjælpe til at lære forskellige blade eller planter at kende.

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.

The above-mentioned guidance book has several sections on collaboration. It stresses teacher peer learning, inclusion of the students themselves, and the dialogue with the parents, who know the children best.

The main roll-out vehicle is the free, 2x2 hour workshops at schools, and this is marketed by the project leader¹⁹.

In practise, a school or a school class can sign up on the web site, and then they will be invited (for free) to the following steps:

- In workshop 1 (2 hours), teachers, pedagogues and a representative from the management will be introduced to movement didactics and inclusion through practical examples, which are easily used in the teaching afterwards.

¹⁹ <https://www.aktiviteterforalle.dk/om-projektet/>

- In the test phase, the project professionals make themselves available so that teachers and educators can contact them with questions. Schools are expected to initiate individual activities at teacher or team meetings and that the activities are implemented in practice with the student.
- In workshop 2 (2 hours), after approx. 1.5 months, the professionals visit again the school. Here they will continue to work with inclusive movement activities and include the school's perspectives and experience.

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 Guidance book primarily focuses on reflective and inclusive methods of evaluation inside the teaching setting. Some attention is paid to students' individual goal setting (not comparing to others). The project is ongoing, so evaluation of project results are not yet available.

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.

From this project, we have distilled 5 key focus areas/takeaways for teachers in activities:

- 1) Define the purpose of the activity – and what are the competence of the students to take part
- 2) Adapting the activities:

- a. Choice of activity
- b. Rules
 - i. What rules are there
 - ii. Should there be specific rules for some students
 - iii. Should some student have specific roles
- c. Time and extent
 - i. How much should each team/group do
 - ii. When should they do it
 - iii. What will they do afterwards
- d. Pupil mix
 - i. Who should be together
 - ii. Should the same always stay together or should blending happen
- e. Equipment
 - i. Is equipment needed
 - ii. Can some equipment increase inclusion opportunities
- f. Physical space
 - i. Where should the activity take place
 - ii. Surface of the areas
 - iii. How to mark the limits of the area

Example of these principles/questions is illustrated below

Generelle tilpasninger

Regler

- Gennemgå reglerne grundigt, tegn og skriv dem op på tavlen
- Fjern fx konkurrenceelementet ved at lave aktiviteterne på tid
- Giv elever 'handicap' el. fordele
- Lad eleven have den samme rolle hver gang, i laver aktiviteten fx fanger i en fangeleg

Elev-sammen-sætning

- Giv alle elever en makker
- Lav harmoniske grupper på forhånd
- Lad stærke el. hurtige elever hjælpe andre elever
- Markér tydeligt, hvem der er sammen fx med bånd el. veste

Rekvisitter & hjælpemidler

- Lad elever køre på cykel i stedet for at løbe
- Hav flere slags bolde i spil
- Brug genstande mellem elever i stedet for kropskontakt
- Brug en kasse til at gribe i/og elevers rækkevidde med en genstand

Område/ bane & sted

- Lav flere baner el. del banerne op i små dele
- Undgå forstyrrelser fx fra vej og vej
- Markér banen tydeligt
- Overvej om underlaget er passende

Omfang & tid

- Sæt antal på aktiviteterne - hvor mange gange skal man fx gøre noget bestemt?
- Hvor længe skal man gøre det?
- Gentag aktiviteterne igen og igen
- Fortæl hvad eleverne skal bagefter og hvad du forventer af dem

Valg af Bevægelse

- Skift gerne bevægelserne brug fx kapgang i stedet for løb
- Giv eleverne mulighed for at vælge bevægelser selv
- Brug slowmotion, så tempo tages ud af aktiviteten
- Forklar og øv bevægelserne inden en aktivitet

Eksempler

Tilpasninger til Rundbold

- Lav aktiviteten på tid 5 min ude/ inde
- Giv eleverne en makker, så de arbejder sammen 2&2 i marken
- Læg mange forskellige bolde, og lad eleverne sende dem afsted på forskellige måder fx kast el. skyd
- Lav flere baner el. sæt stopkegler mellem de 4 hjørner
- Lav aktiviteten i 20 min. fx hver fredag
- Skift måder at bevæge sig på. Fx baglæns, med lukkede øjne, kapgang

Tilpasninger til Sandt eller falsk

- Lad eleverne være sammen 2&2 som et hold i stedet for at dyste mod hinanden
- Lad eleverne have en genstand og tegn to små kredt-cirkler med "Sandt & falsk" som de skal slå på - brug "ja" & "nej" for at gøre det mindre abstrakt
- Markér banen tydeligt med fx kridt el. kegler
- Fortæl eleverne hvor mange gange de skal løbe/hvor mange spørgsmål der er
- Giv eleverne andre måder at bevæge sig på fx hoppe el. kravle

Best Practice in Denmark #2

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

Ambassadors, inspiration, service, schools

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.

This practice is not focused on a specific disability.

2. Organization & Reference

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

The practice is delivered by Parasport Denmark: <https://parasport.dk/>

Idrættens Hus

Brøndby Stadion 20

2605 Brøndby

E-mail: info@parasport.dk

3. Formal/Informal

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

The project is offering "guest teachers" (undervisningskorps) that themselves have a disability to offer exciting training sessions for students in primary schools. Schools have to pay for the sessions.

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.

Trained professional teachers from Parasport Denmark (that have a disability) are visiting schools that request the service/training sessions.



The teachers present Parasport Denmark and various sports aimed at e.g. mobility impaired, developmentally impaired and visually impaired. Many of the teachers start from their own personal history and disability. The key is the practical part, where the students try different forms of parasport on their own bodies and experience the practice of sports in, for example, a wheelchair. Together with

fellow students or classmates, the participants experience activities and sports that they may not have tried before, and experience how sports for people with disabilities can be fun and challenging. The teachers adapt a basic course to the students' level and the facilities on site and bring a trailer full of sports props for e.g. wheelchair sports and goalball. The teaching is divided into a practical part and a theoretical part. A hall or a gymnasium and a teaching room with AV equipment must be provided by the school.

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 variations are made by the visiting teachers themselves on the spot. All age groups in primary school may receive a guest teacher.

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 training is initiated by the school, typically in collaboration between the principal and teachers. The visiting teachers are often coming one at a time, but if the groups/classes are bigger, they join in pairs. Some of the educators are listed on the web site^{20 21}:

²⁰ <https://parasport.dk/aktiviteter/uddannelse/underviserkorps/>

²¹ <https://parasport.dk/media/5471/proev-kraefter-med-parasport-2023.pdf> (this is open source and can be published free of charge)

UNDERVISNINGSKOORDINATORER

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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.

This practise does not refer to any of the (limited) Danish regulations, but it is in line with the Danish anti-discrimination act.

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.

The visiting teachers are highly trained professionals that know how to make the activity safe and inclusive and have a variety of equipment with them.

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 practise is built on the individual competence of the visiting teachers. The activities are taking a starting point in traditional parasports but can be adapted to the class in question.

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.

There is an expectation that the responsible teacher in each class gets inspired and examples to use in his/her own teaching (but this is not systematically pursued).

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.

Each session is consisting of a theoretical part, a practical part, and evaluation in reflective groups. Goals for each session are not set, and inspiration is the main overarching objective.

Image from a training:



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.

The providers of this practise have not yet shared key insights and tips from concrete experience. To organise a visit from the guest teachers, the above listed education coordinators are contacted by email or phone, ideally several weeks in advance. If one class (up to 25 students) is to be taught, one teacher will come, and bring equipment, in the case of bigger groups, two or more teachers will arrive.

The recommended duration is 4-6 hours, but other time frames are also accommodated. Teaching over several days is also possible. The detail for each session is agreed between the school class responsible teacher and the education coordinators from Parasport Denmark in order to adapt the training to the specific circumstances. Typically, one or more teachers from the school class join the sessions as observers and assistant teachers.

Best Practice in Denmark #3

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

Material, sports, adaptation

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.

This practice is not focused on a specific disability. It is however targeted people with "larger" degrees of disability (with no specific definition of that)

2. Organization & Reference

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

The resources are developed by *Videnscenter om Handicap* (Knowledge center on disability). It is a nation-wide organisation with both public and private supporters.

Their general web site is <https://videnomhandicap.dk/>, and contact details are;

Address: Blekinge Boulevard 2

DK-2630 Taastrup, Denmark; Phone: (+45) 46 34 00 00; email:

post@videnomhandicap.dk.

3. Formal/Informal

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

The resource is suitable both for formal and informal settings.

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 resource is a curated set of adaptations of specific sport activities, developed as an inspiration catalogue that is easily accessible.

The title is "Sports for people with larger disabilities" (Idræt for mennesker med større funktionsnedsættelser) (Mia Maar Andersen, 2022).²²



The following sports are covered:


- Badminton
- Boccia
- Boxing
- Bowling
- Wrestling
- Dance
- Hockey
- Kin-ball
- Trampoline
- Volleyball (on)

²² <https://videnomhandicap.dk/wp-content/uploads/2022/12/Katalog-Idraet.pdf> Mia Maar Andersen (2022); Idræt for mennesker med større funktionsnedsættelser, Videnscenter for Handicap.

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.

All the described sports are themselves variations of the original sport. For each of the sports, 3-6 tips and tricks, including adaptations and variations are provided. Below the example of badminton, with translation into English:



BADMINTON

Badminton kan være en svær teknisk aktivitet, men anvender I balloner frem for fjerbolde, så kan I trække meget af tempoet ud. I skal således bruge oppustede balloner samt badmintonketchere – I behøver ikke nødvendigvis et net. Aktiviteten kan enten laves alene, med en makker eller i en gruppe.


Alene: Se hvor mange gange du kan slå til ballonen med ketcheren, uden den falder på gulvet.

Makker: Spil ballonen til hinanden enten med eller uden et net. Se hvor mange I får. I kan gøre det til en konkurrence ved at forsøge at slå jeres egen rekord, eller ved at dyste mod andre par. Hvis I vælger at dyste mod andre par, så lad det være en indirekte konkurrence, hvor I ikke er i direkte kamp mod hinanden. Sid I stedet for ved siden af hinanden og se, hvem der spiller bolden flest gange frem og tilbage med sin makker. Indirekte konkurrencer er gode, da de giver mere ro og forudsigelighed, og det giver deltagerne de bedste forudsætninger for at lykkes.

Gruppe: Se hvor mange gangen I kan slå til ballonen med ketcheren som gruppe. Eller del banen i to og sæt en masse balloner i gang, som deltagerne skal have over på den modsatte side. Når tiden er gået, tæller man, hvilket hold der har færrest balloner tilbage på sin side.

TIPS, TRICKS OG TILPASNINGER

- 1 Badminton kan spilles både stående, siddende og liggende.
- 2 Sørg for der er nok afstand, så deltagerne ikke rammer hinanden.
- 3 Hvis det er svært at holde om ketcheren, så bind den evt. fast til hånden med noget stof eller lignende. Alternativt spil med hånden.
- 4 Har I ikke en badmintonketcher, kan I lave jeres egne ud af en gren og noget pap, eller anvende en fluesmekker eller et isoleringsrør.
- 5 Start op uden at tælle point eller berøringer. Det handler om, at deltagerne skal vænne sig til aktiviteten og finde glæden ved den.



3

Badminton can be a difficult technical activity, but if you use balloons rather than shuttlecocks, you can extract a lot of the tempo. You must therefore use inflated balloons and badminton rackets - you do not necessarily need a net. The activity can either be done alone, with a partner or in a group.

Alone:

See how many times you can hit the balloon with the racket without it falling to the floor.

Partner:

Play the balloon to each other either with or without a net. See how many you get. You can make it a competition by trying to beat your own record, or by competing against other couples. If you choose to compete against other couples, let it be an indirect competition where you are not in direct competition with each other. Instead, sit next to each other and see who plays the ball the most times back and forth with their partner. Indirect competitions are good, as they provide calmer and predictability, and this gives the participants the best conditions to succeed.

Group:

See how many times you can hit the balloon with the racket as a group. Or divide the course in two and start a bunch of balloons that the participants must get over to the opposite side. When the time is up, you count which team has the fewest balloons left on its side.

Tips, tricks and adaptations:

- 1) Badminton can be played both standing, sitting and lying down.
- 2) Make sure there is enough distance so that the participants do not hit each other.
- 3) If it is difficult to hold the racket, tie the racket to the hand, if necessary, with some fabric or the like. Alternatively, play with your hand.
- 4) If you don't have a badminton racket, you can make your own out of a branch and some cardboard or use a fly swatter or an insulating pipe.
- 5) Start up without counting points or touches. It is about the participants getting used to the activity and finding joy in it.

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.

This is a written training resource, so the foreseen people involved are the teacher/trainer(s) and the children. Specific disabilities are not addressed in the resource.

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.

This practise does not refer to any of the (limited) Danish regulations, but it is in line with the Danish anti-discrimination act.

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.

The activities and adaptation suggestions for each sport/activity are very hands-on and written to provoke thought, reflection and adaptation, both of the activity and mode of teaching:

- Suggestions for alternatives if the normal equipment or space is not available
- Different levels of difficulty to adapt to the group (and their specific disabilities).

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 training resource is exclusively dedicated to adapting specific sport activities to a group including children with disabilities. The suggestions are therefore carefully considered and proposed with inclusion and adaptation in mind. [Note: translation of the full resource can be considered if relevant?]

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.

The training tool is targeted teachers and trainers and thus does not foresee involvement of other parents, or other peers.

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 writer of the tool has not provided information on how the resource has been used and monitored in practise. In the resource itself, self-assessment is however encouraged (in translation):

The material comes with concrete suggestions on how you can approach it, but it should not be read as a list of facts. On the contrary, it should hopefully inspire how, with a creative mindset, you can make simple measures that enable participation. And remember; most new initiatives are difficult – both for participants and professionals. Let it be a joint experimental sports and movement project that you can develop together so that it becomes a fun initiative that creates meaning in everyday life. The call from here must therefore be: Try, fail, laugh, correct your approach and then try again.

The evaluation/reflection methodology is therefore not given a lot of detail in this resource.

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.

From the many recommendations in the resource, we highlight here the most generic ones:

- Some participants may not be used to getting their heart rate up so high and may therefore be startled by the fact that the heart suddenly starts pumping fast - remember to tell them that it is not dangerous, but completely normal.
- Good and loud music usually helps to both create a good atmosphere and higher intensity.
- Cheer on the contestants while they do the activity so that the intensity is kept up.
- If there are many participants, make several fields, so several students are in play at the same time. If you are a small team, make something extra out of the fact that you, as a spectator, have to help cheer on your partners.

For each sport, there are more sport-specific adaptations that can be put to use directly or assist the reflection process on how to design the activity with inclusion in mind.

Best Practice in Denmark #4

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

Municipality, cross-function, localisation

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.

This practice is not focused on a specific disability. It is a framework of cooperation that enables adaptation to the local reality and the disabilities in question.

2. Organization & Reference

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

The initiative is developed by *Bevæg dig for livet* (Movement for Life). It is a nation-wide collaboration between the biggest sport organisations in Denmark. The general web site is <https://www.bevaegdigforlivet.dk/> and contact details are; Address: Vedelsgade 25, 4 7100 Vejle; Phone: 0045 26 84 77 82; email: sth@parasport.dk. The initiative-specific web site is <https://www.bevaegdigforlivet.dk/fokusomraader/parasport-og-idraet-for-sindet>

3. Formal/Informal

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

The initiative is primarily targeted informal settings.

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.



Forside > Fokusområder > Parasport og idræt for sindet

Parasport og idræt for sindet

Bevæg dig for livet - Parasport og idræt for sindet er Parasport Danmark, Dansk Arbejder Idrætsforbund og DGI's fælles indsats, som skal styrke idrættstilbuddene for mennesker med funktionsnedsættelse og psykiske vanskeligheder.

I Danmark lever 700.000 – 800.000 med psykiske lidelser og 10 – 15 % lever med et handicap. Denne gruppe er kendetegnet ved lav idrætsdeltagelse sammenlignet med almenbefolkningen. Uanset livssituation, styrker idræt i et fællesskab den fysiske-, psykiske- og sociale sundhed og dermed livskvaliteten.

At aktivere denne målgruppe kan være komplekst både på grund af de udfordringer borgerne møder i hverdagen og på grund af de strukturer der ses i kommunerne og civilsamfundet. Hvem møder borgeren i kommunen? Hvem sørger for borgeren kommer til idræt? Hvem står for idrætten?



SARAH THOMSEN
Koordinator

Movement for life - Parasport and sports for the mind is a joint effort by Parasport Danmark, Dansk Arbejder Idrætsforbund (Danish Worker Sport) and DGI, which aims to strengthen the sports opportunities for people with functional impairments and mental difficulties.²³

²³ <https://www.bevaegdigforlivet.dk/fokusomraader/parasport-og-idraet-for-sindet>

Parasport Danmark, Dansk Arbejder Idrætsforbund (Danish Worker Sport) and DGI have gathered their expertise, specialist knowledge, experience and network in a consulting group which collaborates with the relevant municipalities to develop sports for people with functional impairments and mental difficulties.

The very central thing in the vision is that the municipalities prioritize a sports coordinator who can work across the municipalities' administrations. The sports coordinator becomes a link between the municipality's administrations, social and educational services, citizens, sports associations and sports organisations.

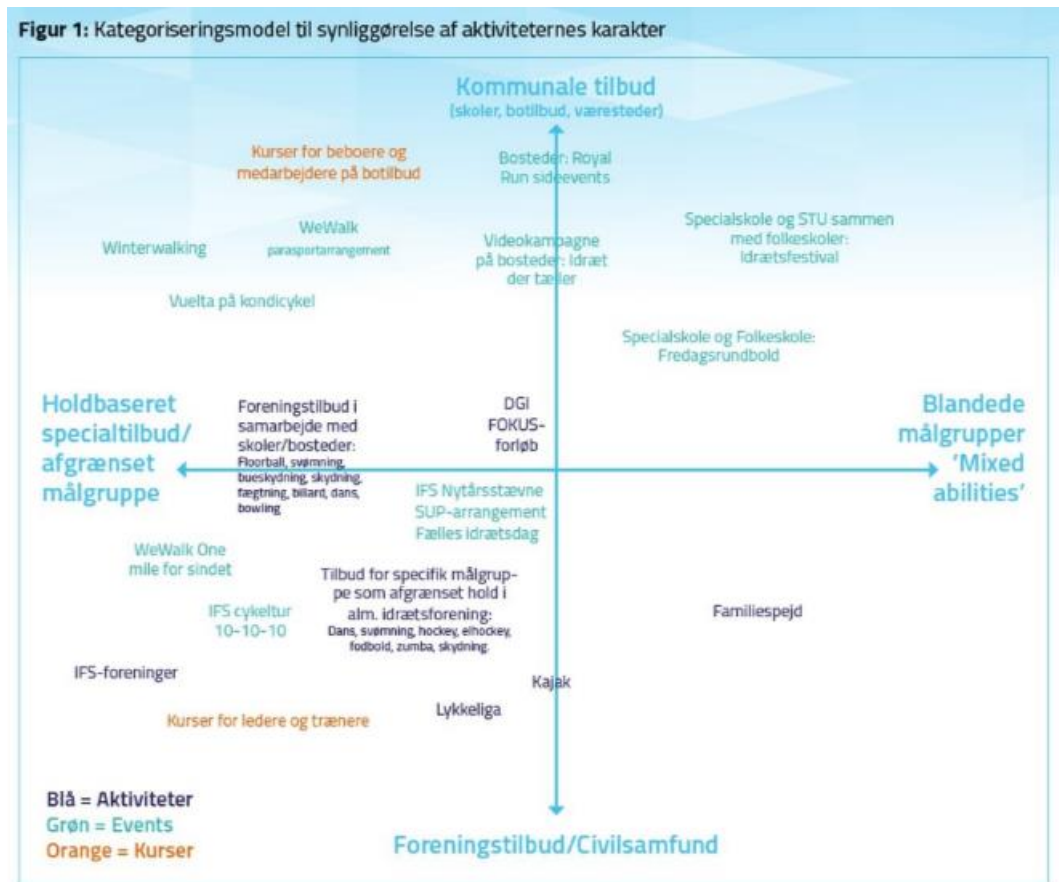
The key is adaptation of existing sports offers, inclusion in general sports, establishment of sports offers/sports association for specific target groups and development and adaptation of existing events.

As the target group is broad and the prerequisites for practicing sport are very different, the cooperation between the sports coordinators and the consultants from the sports organizations depends on a high degree of adaptation according to the target group's prerequisites and local conditions. This means that work is not based on a fixed model or one specific concept. Conversely, the consultants will always put their knowledge of the target group, their experience and their organization's concepts into play in order to, in collaboration with the sports coordinator, develop the best sports offers.

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.

As this is a framework concept that facilitates local, municipal cooperation and initiatives, it is highly adaptive to local contexts. In the below figure, a range of initiatives are categorised according to a continuum from disability-specific teams to mixed teams (X) and a continuum from civil society offers to municipal offers



(Y), and with three different activity categories – activities (blue), events (green) and training courses (orange)²⁴

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.

Parasport Danmark, Dansk Arbejder Idrætsforbund (Danish Worker Sport) and DGI (the largest sport-for-all organisation in Denmark) are providing consultants for this shared initiative. These consultants in turn work with the municipalities, who

²⁴ <https://magasin.parasport.dk/bdfl/evaluering-af-bdfl-pixiudgave/?page=16>

hire a coordinator to start or adapt new sport activities for the disabled target groups.

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.

This practise does not refer to any of the (limited) Danish regulations, but it is in line with the Danish anti-discrimination act.

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.

The framework concept is not directly dictating teaching or training methods, but is drawing on the training methodologies of the three owner organisations, and specific expertise in municipal staff.

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 initiative applies the existing knowledge and training resources to the locally adapted solutions, so there are no additional materials produced.

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.

The municipal initiatives are always cross-cutting. For instance, one municipality-initiated collaboration between local sport clubs, the local school, and municipal care institutions.



Image from the signing of the continuation of the umbrella initiative²⁵

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

²⁵ <https://www.dgi.dk/om/presse/presserum/seneste-nyt/flere-med-handicap-eller-psykiske-saarbarheder-skal-med-i-idraetsforeningerne>

positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

The first phase of the initiative started in 2018.

Initially, the project has been concentrated in 12 municipalities in North Denmark and South Jutland.

In the first period, the aim was to get 10 municipalities involved in the collaboration, but the partners succeeded in getting agreements with 12, and in addition around 44 sports associations have been involved locally via courses and events. The partners also work on a daily basis with efforts in the areas themselves, but a synergy has arisen in the cooperation, where municipalities and sports associations have been offered a much wider range of initiatives²⁶.

Results from the collaboration in 2018-2021

43 courses or offers with association involvement - 545 participants

29 events – 1304 participants

25 courses/network meetings/workshops – 431 participants

44 associations have been involved

The current phase aims to involve all 98 municipalities in Denmark.

The evaluation of the project^{27,28} showed that *setting an agenda in the municipalities* has proven to be one of the strengths of the pilot project.

At the same time, the evaluation emphasizes that the collaboration project both internally in the project group and among the municipal sports coordinators is experienced as valuable in the work to develop and initiate more sports for people with a disability or mental difficulties.

On the organizational level, it is pointed out the importance of a clear division of roles between the parties and that the interfaces between the organizations are regularly adjusted and refined. Both in order to streamline the cooperation internally in the three sports organisations, but also in order not to create unnecessary time consumption for municipalities that already have good

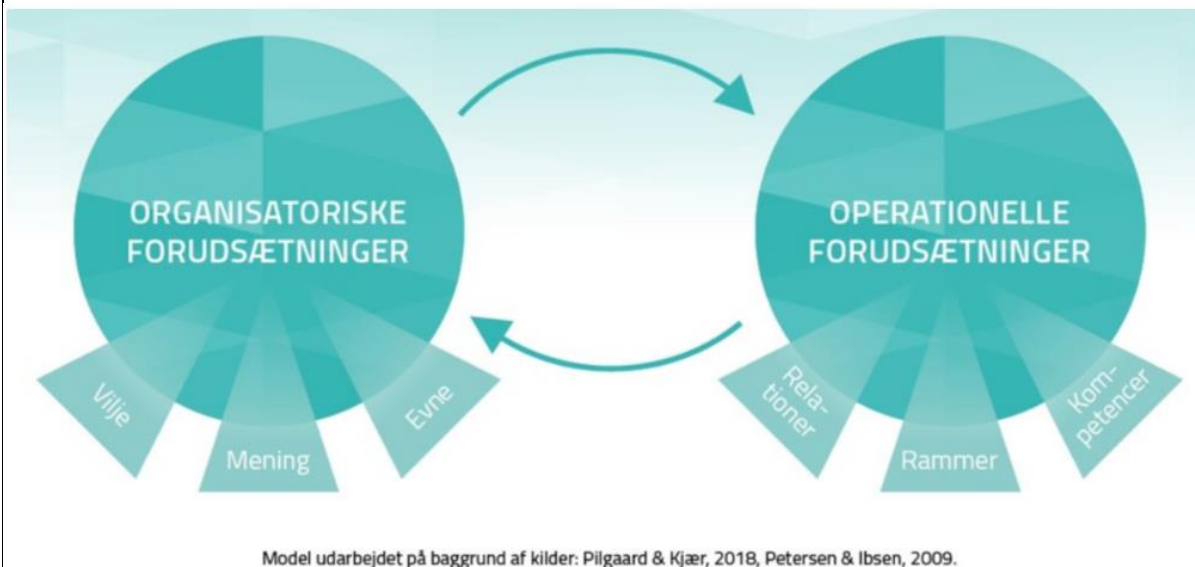
²⁶ <https://www.dgi.dk/om/presse/presserum/seneste-nyt/flere-med-handicap-eller-psykiske-saarbarheder-skal-med-i-idraetsforeningerne>

²⁷ <https://www.bevaegdigforlivet.dk/nyheder/nyheder/artikler/evaluering-af-parasport-og-idraet-for-sindet-i-bevaeg-dig-for-livet>

²⁸ <https://magasin.parasport.dk/bdfl/evaluering-af-bdfl-pixiudgave/?page=16>

cooperation with Worker Sport, Parasport Danmark and DGI, and which in some cases also cooperate with other actors.

Concretely, the evaluator comes up with three proposals for a future structure: A municipal cooperation model, a national platform model and a social economic cooperation model. What they have in common is that a number of organizational and operational prerequisites must be in place, as illustrated below.



In conclusion, this is an umbrella initiative, which does not evaluate itself on the local training impact but rather on the volume of activity. It has been included here as it has potential to scale and secure new investment for sport for children with disability.

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.

The initiative has currently not provided teacher/trainer specific advice but is to be understood as a country-wide initiative. We have assessed what the key success factors are, in order to consider how this experience may be put to use in other European countries

- Partnership – DGI, Parasport Denmark and Danish Workers’ Sport came together to increase reach and impact for the disabled target groups. These organisations have previously been seen as competitors (and may still be, cf. the evaluation referenced above), but bringing the key actors together seems important to create momentum and credibility
- Funding – This initiative was not only based on the resources of the partners (and the approached municipalities) but received external funding from Danish foundations. This seems to have been essential to bring energy, focus and progress in the collaboration.
- Framework – the initiative is part of a larger sport-focused nation-wide initiative called Bevæg dig for Livet (Movement for life), which is based on civil society initiative but endorsed in the Danish Government Guidance Paper (regeringsgrundlag). This broader and politically accepted framework is likely to have contributed to the acknowledgement of the current initiative, and the credibility it has.

While these factors may not strictly be necessary nor all of them essential to succeed in other countries, we find that they are key to understanding and possibly adopting the initiative in other countries.

Best Practice in Denmark #5

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

handball, communication, integration

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.

This practice is oriented towards handball but not focused on a specific disability, although the initiative started with children that have Down Syndrome. The age target group is 6-15 years.

2. Organization & Reference

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

The initiative *Lykkeliga* (The Happy League) is developed by Rikke Nielsen, a former national team handball player. It is a private, nation-wide initiative with both public and private funding supporters. Their general web site is <https://lykkeliga.dk/>, and contact details are; Phone: 0045 60 63 09 04; Mail: rikke@lykkeliga.dk.

3. Formal/Informal

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

The initiative is specifically targeted informal education, namely sport teams that are inclusive of children with disabilities.

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.

LykkeLiga is a positive community for children with developmental disabilities and their families. The core is the establishment and running of local handball teams for children between 5 and 16 years of age. The teams form the framework for a completely new way of creating networks for children and families on and off the pitch.

Over a 3-year period, LykkeLiga has developed a national network of handball teams for developmentally disabled children. The project originally aimed to activate more than 300 developmentally disabled children in a minimum of 15 teams but this goal is now surpassed.

The teams are started, managed and trained by a minimum of 75 volunteers. At the same time, the children's families are activated in an active network around handball – with the original aim to activate up to 1,000 family members.

Families and fan clubs

The families are gathered and organized in an online universe that creates opportunities for networking and exchange of experiences across geography and disabilities. Through the family network, a number of "sibling activities" are organized and held for the siblings of the disabled children.

The project also has a communication concept, where LykkeLiga forms a conceptual framework around positive communication about developmental disabilities in the general population. This part aims to activate up to 50,000 Danes in "fan clubs" of the individual teams.

School concept and dissemination

Through a school concept, annual school visits are held with an estimated reach of 3,500 school pupils. In addition, the project created national and local press coverage, which conveys positive communication about developmental disabilities to the whole of Denmark. LykkeLiga must benefit society by creating a bridge between the developmentally disabled and the general population. In addition, the children's infectious enthusiasm inspires a brighter outlook on life among all Danes.

LykkeCup

LykkeLiga culminates annually in a handball party, when the teams compete in the ambitious tournament LykkeCup. The goal is for LykkeCup to be the highlight of the year for the children – at LykkeCup, the children are anything but social challenges. Here they are the top scorers, sports stars and the pride of the family. In the longer term, LykkeCup may accommodate several sports.

LykkeLiga is a lasting and sustainable concept that lives on after the 3-year development period. This is ensured through close cooperation with existing organizations such as The national handball Federation²⁹.

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 LykkeLiga concept is based on handball, but the training approach is based on togetherness, the joy of movement, pride and true inclusion. Each trainer adapts the training to the children in question and brings the special LykkeLiga ethos and spirit to the trainings.

LykkeLiga has made an online portal for the volunteer trainers³⁰. In the portal, trainers have access to activities (including videos), explainers, model contracts for trainers, etc.

The training videos illustrate the approach, where handball is clearly secondary, and the playfulness and fun come first.

²⁹ <https://lykkeliga.dk/om-lykkeliga/>

³⁰ <https://lykkeliga.dk/traenerportal/>



Rumpesnurretop

IDA DAMTOFT NIELSEN / 28. MAJ 2021 / @VELSER

LykkeLiga inspirerer #1

Nu skal vi ned på rumpen og snurre! Sæt armen i, og giv den fuld gas. Det gælder om at snurre rundt flest gange. Pas på, du ikke bliver rundtosset!



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.

LykkeLiga is a whole-of-community concept, and the foreseen people involved are the trainer(s) and the children, the LykkeLiga staff, the local clubs that adopt teams, the groups of parents and families, and local supporters in terms of helpers, community sponsors, and individual donors. Specific disabilities are not addressed.

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.

This practise does not refer to any of the (limited) Danish regulations, but it is in line with the Danish anti-discrimination act.

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.

A central component in LykkeLiga is the big voluntary contribution that trainers, parents, local supporters, helpers and local clubs are providing. The approach is based on a "giving" mentality and appreciation of the value of the smiles of the children. There are no specific disability adaptations described.

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 initiative is a practise-based approach – started by a professional handball player who could not identify a handball team for her daughter who has Downs' Syndrome.

The materials are limited to the training videos that are provided to trainers³¹ as described above.

Currently, researchers from the university of Aalborg have completed a large study that will be published shortly. The study is about the movement habits of children and young people with disabilities, which is a strong complement to the other Danish studies and focusing specifically on children. The study has a specific focus on LykkeLiga as a case and is not published yet. As part of that project, the team will develop specific guidance materials for trainers in LykkeLiga, as this is currently not existing. Contact person for this is Lotte Skrubbeltrang, one of the researchers behind the study: lss@hst.aau.dk

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.

The communication approach of LykkeLiga is to create and enhance a positive narrative around children that has a disability, by using great and active stories and organic media reach.

A major breakthrough happened when National Broadcaster TV2 decided to make a series of documentaries about LykkeLiga in January 2020, which has boosted visibility and reach of the concept³². The (private) broadcaster has not shared details on the reach of the documentary to date.

³¹ <https://lykkeliga.dk/traenerportal/>

³² <https://play.tv2.dk/serie/verdens-lykkeligste-landshold-tv2>

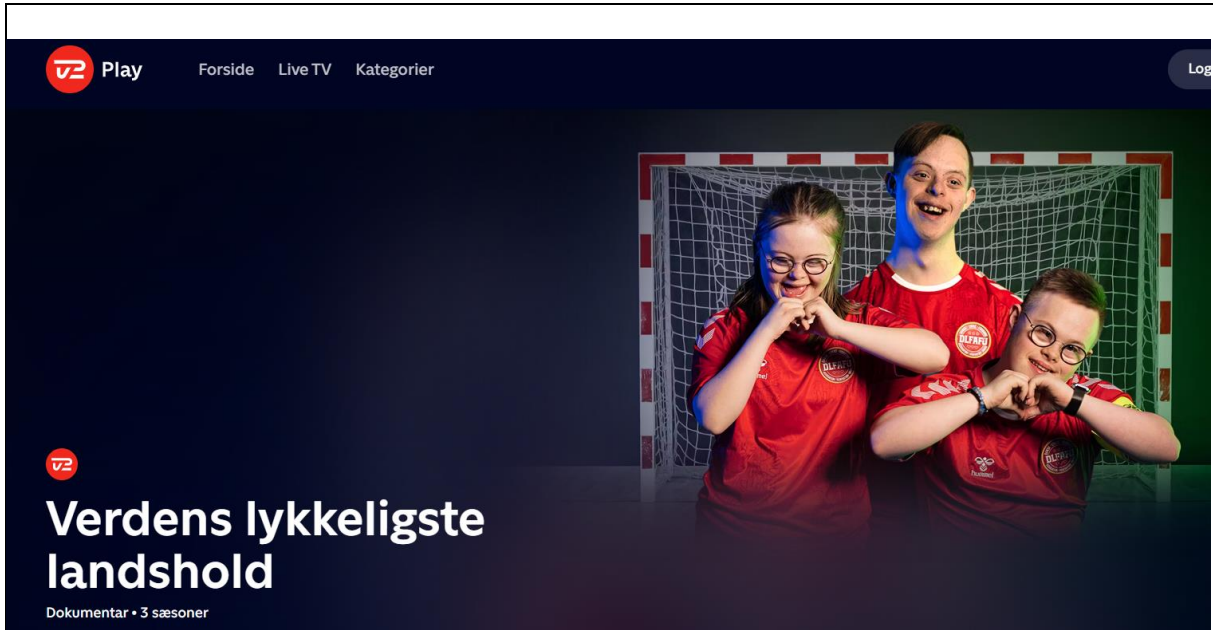
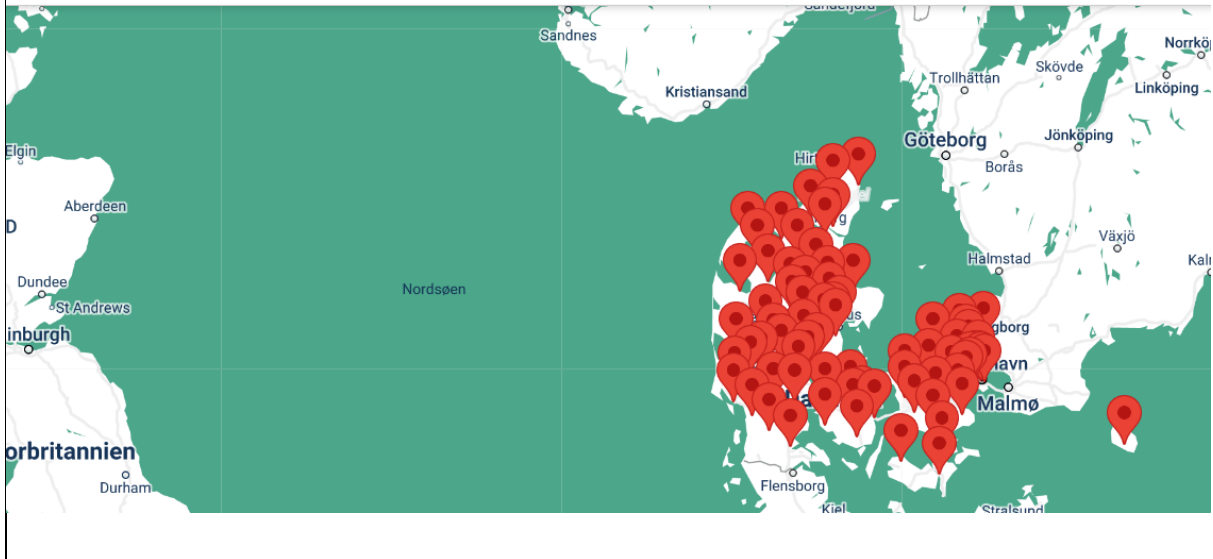


Illustration from the TV documentary

Currently, LykkeLiga is expanding significantly with local teams all over the country:



FORSIDE OM LYKKELIGA TRÆ



Part of the success in visibility is also that LykkeLiga has received several prizes for their work, including the nationally televised "Danish Sport Price" in 2019³³.

DIF.dk > Nyheder > 2019 > 01 > 5. jan 2019 - LykkeLiga vinder Danskernes Idrætspris

LykkeLiga vinder Danskernes Idrætspris



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

³³ https://www.dif.dk/nyheder/2019/01/20190105_lykkeligavinderdanskernesidrætspris

positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

Research is currently undertaken to assess and demonstrate the value of LykkeLiga. Until now, the monitoring has been on outputs (children, teams, trainings, etc) rather than outcomes.

Trainers are instructed to evaluate training sessions with the children – on their terms and focused on their learnings and experiences.

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.

LykkeLiga has not provided specific guidance or accumulated learnings, but training materials are forthcoming through research collaboration, as mentioned above. We consider the following elements central to the success of LykkeLiga

- Focus on joy and togetherness
- Making families and communities proud of all children
- A strong voluntary component
- A successful media strategy and organic media attention
- Ability to raise funds from public sector and private foundations in particular.



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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

National Inclusive Sports Insights and Best Practices Report of France

**INSEI - Institut national supérieur de formation
et de recherche pour l'éducation inclusive**

No. 101089892 – IDI4Sport – ERASMUS-SPORT-2022-SCP



Work Package 2 – Resources and modelling

D2.1 Reports on national resources

Deliverable Title	Reports on national resources
Work package Title	Resources and modelling
Work package Number	2
Work package Lead	University of Macedonia
Author(s)	Agnès Piquard-Kipffer, Caroline Barbot-Bouzit, Sonia Duval, Jérémy Zytnicki, Charlotte Duthu
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Methodology

The methodology used to identify and document several innovative inclusive practices in sports in France involved 4 stages which implied:

1. To access to various websites between April and May 2023. The web search used keywords such as "good practice" or "best practice, sport, physical activity, physical education, inclusion, children or youth or young people".
2. A state-of-the-art research in French (a) within the INSHEA research review - Nouvelle revue Éducation et société inclusives -. Two files with special issues devoted exclusively to adapted sport were identified. The first (2012) is entitled "*Sport et handicap: les activités physiques adaptées (APA)*". The Second (2018) is entitled "*Éducation physique et sportive et besoins éducatifs des élèves*"; (b) in the legal field (legislative framework, Code of sports - code du sport- , Education Code – code de l'éducation) ; (c) within national research institutions in the field of sport, disability and health (INSERM¹) ; (d) within sports federations and certain specialised university departments.
3. To identify several stakeholders in adapted sport in France, including researchers' experts in the field, whom we thus decided to contact.
4. To interview different people working in the field: researchers, sports coaches, associations and one departmental home for the disabled (Maison Départementale des Personnes Handicapées, MDPH 75)².

¹ INSERM, Institut National de la santé et de la recherche médicale : French National Institute for Health and Medical Research.

² MDPH 75: Maison Départementale des Personnes Handicapées de Paris, paris departmental home for the disabled

Twenty-two people were interviewed: five school teachers, three lecturers, five club sports coaches, three association leaders, three educational advisors, a STAPS student, a high school principal, and a school doctor also specialized in rehabilitation medicine.

We have been in effective contact with the Paris MDPH, in order to obtain figures, and with French sport federations.

In the end, among the participants in our survey, those involved in innovative practices managed to describe their good practices within the allotted time. Before citing them in IDI4Sport project, the explicit consent of the participants was given, who also agreed to provide further explanations and make the necessary modifications to their submissions.

General information about inclusion in sports in France

1. Youngsters (10 to 20 age old) with disabilities participating in sports.

Please state resources, data, figures (percentages of youngsters with disabilities participating in sports) with a brief overview of the data, and sources/references for that. Try to limit it to quantifiable data of participation of youngsters with disability in sport, if not possible refer to wider sources of information.

a. Academia (evidence-based in peer review journals)

There is little scientific data on the practice of sports among young people with disabilities (aged 10 to 20).

Within the French education system, at the end of secondary school, students have acquired a common base of knowledge, skills and culture. This base, updated in 2015, represents what students should know and be able to do at the end of their compulsory education, at the age of 16. The "Bulletin officiel de l'éducation nationale, de la jeunesse et des sports" publishes administrative acts and regulatory texts such as special BOs (*Bulletin officiel/ Official bulletin*).

This framework defines:

1. The programs and resources that accompany the PE program, as well as the national "Sport et Handicaps 2020-2024" strategy, provide a framework for these activities:

- Between the ages of 5 and 11, pupils are in elementary school (fundamental learning cycle and consolidation cycle) and benefit from 108 hours of Physical Education and Sport (3 hours a week).

Since 2022, pupils have had an additional 30 minutes of daily physical activity in all elementary school.

- Between the ages of 11 and 15, pupils are in Middle school (consolidation cycle then advanced cycle) and benefit from 4 hours of Physical Education and Sport in the 1st year of Middle school, then 3 hours for the last 3 years.

- Between the ages of 15 and 18, students attend high school and benefit from a minimum of 2 hours of Physical Education and Sports.

2. Inclusion for all students, in PE as in other subjects school, in compliance with the recommended medical precautions, unless they have a medical certificate stating that they are not fit to practice PE (physical education): "PE responds to the educational challenges of the common base by allowing **all students**, girls and boys together and **on an equal footing**, a fortiori those who are furthest away from physical exercise and sports, to build **five skills** worked on in continuity during the different cycles (BO n°11, 26 of November 2015, p.46)." Unfortunately, there is no data on the number, scope and type of exemptions granted for students with disabilities.

3. PE (physical education): PE develops access to a rich field of practices, with strong cultural and social implications important in the development of the individual's personal and collective life. Throughout schooling, PE aims to form a lucid, autonomous, physically and socially educated citizen, with a view to living together. It leads children and teenagers to seek well-being and to be concerned about their health. **It ensures the inclusion,**

in the classroom, of students with special educational needs or disabilities. PE introduces the pleasure of sports practice.

Sports activities are grouped into 5 skills of body experiences:

1. To develop motor skills and learn to express themselves using their body.
2. To be able to use methods and tools easily through physical and sports activities.
3. To share rules, assume roles and responsibilities.
4. To Learn to maintain one's health through regular physical activity.
5. To master a physical, sporting and artistic culture". (BO n°11, 26 of November 2015, p.46)

Within their schooling elementary school, junior high school, vocational high school and general high school, young people (10 to 20 years old) with or without disabilities can participate in UNSS (National Union of School Sports) activities as part of a "shared sport".

From school to college, PE offers all students a training pathway consisting of different complementary learning areas to develop these 5 general skills (as mentioned above). They include benchmarks of progress for teachers and students which are objectives to be achieved. (BO n°11, 26 of November 2015, p.46, p.154, p.292).

"Each field of learning allows students to build skills integrating different dimensions (motor, methodological, social), based on diversified physical, sports and artistic activities (PSA). Each cycle of

the programs (cycles 2, 3, 4) must allow students to meet the fields of learning. At school and at college, a pedagogical project defines a balanced and progressive training path, adapted to the characteristics of the students, to the capacities of the available materials and equipment, and to the human resources that can be mobilized.” (ibid.p.46).

Sources:

- <https://www.education.gouv.fr/au-bo-special-du-26-novembre-2015-programmes-d-enseignement-de-l-ecole-elementaire-et-du-college-3737>

- <https://www.education.gouv.fr/le-sport-l-ecole-maternelle-41648> / <https://www.education.gouv.fr/le-sport-l-ecole-elementaire-9509>

- <https://www.education.gouv.fr/30-minutes-d-activite-physique-quotidienne-dans-toutes-les-ecoles-344379>

- <https://www.education.gouv.fr/le-sport-au-college-9524>

- <https://www.education.gouv.fr/le-sport-au-lycee-8786>

-

https://cache.media.education.gouv.fr/file/16/75/4/ensel045_annexe1_752754.pdf

In the INSEI (former INSHEA) Journal: “La nouvelle revue Éducation et société inclusive”, two dossiers were devoted to the issue of sport and disability: issue 58 published in 2012 (Sport and disability: adapted physical activities) and issue 81 published in 2018 (Physical and sports education and students’ special educational needs).

Folder 1: *Boursier C., Séguillon D. & Benoît H., dir. (2012). Sport et handicap : les Activités physiques adaptées (APA)/ Sport and disability : adapted physical activities, n°58.*

<https://www.inshea.fr/fr/content/sport-et-handicap-les-activit%C3%A9s-physiques-adapt%C3%A9es-apa>

Folder 2: Meziani M., Séguillon D., dir. (2018). *Éducation physique et sportive et besoins éducatifs particuliers des élèves/ Physical education and sport and the special educational needs of pupils*, n°81.

<https://www.inshea.fr/fr/content/%C3%A9ducation-physique-et-sportive-et-besoins-%C3%A9ducatifs-particuliers-des-%C3%A9l%C3%A8ves-0>

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Caby, I. (2012). Handicap mental : vivre bien, vivre mieux grâce à l'activité physique. Dans : Roy Compte éd., *Sport adapté, handicap et santé* (pp. 367-375). Éditions AFRAPS.

<https://doi.org/10.3917/afraps.compt.2012.01.0367>

Code du sport : Livre Ier (Articles L100-1 à L142-1).

<https://www.legifrance.gouv.fr/download/file/pdf/LEGITEXT000006071318.pdf/LEGI>

De Luca, M. & Coutiez, A. (2017). Santé mentale de l'enfant et de l'adolescent : place des activités physiques et sportives. Dans : Isabelle Caby éd., *Sport et handicap psychique: Penser le sport autrement* (pp. 37-42). Nîmes: Champ social. <https://www.cairn.info/sport-et-handicap-2017-9791034600311-page-37.htm?ref=doi>

EPS REVIEW: <https://www.revue-eps.com/> (numerous references on Adapted physical activities and inclusion in sport).

Institut national de la santé et de la recherche médicale (Inserm).

Activité physique : contextes et effets sur la santé. [Rapport] Paris : Les

éditions Inserm, coll. Expertise collective, 2008, XII : 811 p.

<https://www.ipubli.inserm.fr/handle/10608/80>

Institut national de la santé et de la recherche médicale (Inserm).

Activité physique : Prévention et traitement des maladies chroniques.

Montrouge : EDP Sciences, coll. Expertise collective, 2019, XVI : 805 p.

[https://www.inserm.fr/expertise-collective/activite-physique-prevention-et-traitement- maladies-chroniques/](https://www.inserm.fr/expertise-collective/activite-physique-prevention-et-traitement-maladies-chroniques/)

Loi n° 2022-296 du 2 mars 2022 visant à démocratiser le sport en France.

<https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000045287568>

Perrin, C ; Vuillemin, A ; Communal, D ; Ancelin, R ; Duché, P. (2022).

L'activité physique adaptée pour promouvoir la santé des populations. *La santé en action*, 462, 3-4.

Vaysse, J. (2017). La « danse adaptée » : mouvements & photographies.

Dans : Isabelle Caby éd., *Sport et handicap psychique : Penser le sport autrement* (pp. 77-80). Nîmes : Champ social.

<https://www.cairn.info/sport-et-handicap-2017--9791034600311-page-77.htm?ref=doi>

b. Grey literature (Theses, blogs, national reports)

There are about 483,300 children with disabilities in school out of a total of 12,781,000 in 2022. Their number is constantly increasing; they were 476,000 in 2021. They represent about 3.8% of all students. The majority of them, about 84%: 409,400 in 2022, are enrolled in elementary and high schools in the regular system. A smaller proportion, about 16%: 73,900 in 2021 attend special schools with special classes. In the mainstream system, two types of reception are offered: (1) the resource class (ULIS) with 12 pupils per class and total inclusion with support (24 pupils per class, on average, according to the figures obtained from elementary school, junior high school, vocational high school and general high school).

It is difficult to assess the regular practice of a sport activity for all young people aged 10 to 20 with disabilities. Indeed, the official figures do not necessarily detail these age groups. Nevertheless, in the regular system, with the implementation of laws on inclusive school, adapted practices should be developed. In theory, from the previous theoretical data, 84% students in the mainstream system should be involved in adapted sports activities, since they are involved in inclusive sports activities with their non-disabled peers. However, given the part-time enrolment for some of them and the medical exemption for others, it is much more difficult to make a systematic assessment.

According to an interview we conducted, the Departmental house for the disabled persons (MDPH) in Paris, gave the following figures: of the 200,000 people with disabilities, 3,000 declare that they practice a sport (2022 figures).

Even today, while 90% of people with disabilities surveyed believe that physical activity is essential or important, 48% do not practise physical activity and sport, compared with 34% of able-bodied people, according to the *Observatoire National de l'Activité Physique et de la Sédentarité* (ONAPS) and the *Fédération Nationale des Observatoires Régionaux de la Santé* (FNORS). Source: *Rapport complet des activités physiques et sportives chez les personnes en situation de handicap vivant à domicile* (2023).

A study by the *Institut National de la Jeunesse et de l'Education Populaire* (INJEP) also shows that despite this very strong desire and interest, many elements of the sporting ecosystem still make taking part in sport too restrictive in a disability context. 63% of non-sporting people who declare a disability put forward health problems to justify this situation (Source: *Baromètre national des pratiques sportives*, 2018). The INJEP's 2022

Baromètre national des pratiques sportives states that 47% of people with disabilities play sport regularly.

Sources:

- DEPP, MEN (2022): <https://www.education.gouv.fr/l-education-nationale-en-chiffres-edition-2022-342412>

- DEPP, MEN (2021): <https://www.education.gouv.fr/synthese-de-la-depp-105296>

- INJEP (2018): https://injep.fr/wp-content/uploads/2019/01/Rapport_2019-01Barometre_sport_2018.pdf

- INJEP (2022): <https://injep.fr/publication/barometre-national-des-pratiques-sportives-2022/>

- ONAPS, FNORS (2023): <https://france-paralympique.fr/wp-content/uploads/2023/06/2023-06-19-resultats-psh-vf.pdf>

Acronyms :

DEPP : *Direction de l'évaluation, de la prospective et de la performance.*

MDPH : *Maison départementale des personnes handicapées/*
Departmental house for the disabled persons.

MEN : *Ministère de l'Éducation nationale et de la jeunesse/* Ministry of Education and Youth.

2. Legal Frameworks on inclusion of people with disabilities (in sports activities).

Please present the legal framework of your country for inclusion of people with disabilities (primary laws, dates they were issued)

Three main laws in France form the general framework of the inclusive school:

The founding law is that of **11 February 2005** (n°2005-102 "*On equal rights and opportunities, participation and citizenship of disabled persons*"). Disability is defined in a double dimension including both the deficiencies and the more or less helpful environment. The consequences at school are very important for parents: Any disabled child is a pupil by right and can access the school in his neighborhood. This law had 2 principles: accessibility and compensation with the creation of a house of disability in each of the 101 French departments and the creation of a new profession: the referent teacher whose role is to guide the parents in the construction of a project for their child.

The 8 July 2013 law reinforced the goal of reducing disparities (n°2013-595 "*Orientation and programming for the refoundation of the School of the Republic*"). Given that 20% of students have significant difficulties in accessing learning and diplomas. A list of competencies for teachers has been drawn up to support initial training. A framework for priority education has been drawn up too.

The last important law is **that of 26 July 2019** (n°2019-791 "*for a school of trust*"). The goals are both to guarantee fundamental knowledge for all: Reading, Writing, Counting and Respecting others as well as to innovate and adapt to needs. Education is now compulsory at the age of 3 and not 6 as before. The law also brings changes for teachers who become both *ULIS (Unités localisées pour l'inclusion scolaire* means Local units for school inclusion = resource classroom) coordinators and resource persons for inclusive education.

This law is broken down into 12 principles. The first is focused on priority to elementary school. In some priority education zones, the number of students per class has been divided in two: i.e 12 children/ class versus 25 in Grade 1 & Grade 2. But this does not concern the population targeted by this IDI4sport project: youngsters (10 to 20 age old) with disabilities. The second principle is focused on flexibility of school rhythms, either 4 days or 4 days ½ per week. Some schools operate on Wednesdays, others on Saturday mornings, others not. Another principle focuses on personalized assistance in middle school. As homework is quite important in France, a homework help system has been set up within the schools themselves for students who want to stay after school to do their homework. This has resulted in an increased budget for staff persons, 8,000 (in French AESH) dedicated to accompanying youngsters with disabilities to meet their needs at school.

Other laws are specifically dedicated to sports:

The sport code replaces several French laws in the field of civil law. It completes the Education Code (in the field of school and university sports) and the Public Health Code (in the field of doping). This code, which is updated every year, includes four books: (1) The organization of physical and sports activities, (2) Sports actors (athletes, referees, trainers, club managers and teachers outside of the national education system), thus governing the sports and disability professions (see below topic 4), (3) The different ways of practicing sports, the safety and hygiene of the places where they are practiced, as well as the organization and operation of sports events, (4) The financing of sports and the application of the code to the overseas territorial authorities.

In 2016, **there has been a real paradigm shift** in the field of sport, bringing it closer to health. Indeed, the 2016 law (No. 2016-41 of January 26, 2016) "of modernization of the health system" formalized the integration of physical activity (PA) in the care pathway. The prescription of a physical activity "adapted to the pathology, physical capacities and medical risk of the patient in long-term affection (ALD)" was introduced there, then extended to all chronically ill patients via the 2022 law of democratization of sport (Law n° 2022-296 of March 2, 2022 "aiming at democratizing sport in France" (Perrin, Vuillemin, Communal, Ancelin and Duché, 2022).

In June 2016, a national report: "Rapport Bigard" has been Submitted by a Working Group to the Director General of Health: "Physical activity and management of people with chronic diseases. Which skills for which patients? What training?"

This paradigm shift has been accompanied by an institutional change. Indeed, the D(RD)JSCS, Regional Directorate of Youth, Sports and Social Cohesion (DRJSCS, "Direction régionale de la jeunesse, des sports et de la cohésion sociale") or Regional and Departmental Directorates of Youth, Sports and Social Cohesion (DRDJSCS, "Directions régionales et départementales de la jeunesse, des sports et de la cohésion sociale") created in 2010 in metropolitan France will be transformed into the Regional Academic Delegations for Youth, Engagement and Sports (DRAJES, "les Délégations régionales académiques à la jeunesse, à l'engagement et aux sports") since January 1, 2021. Policies and actions in the field of youth, popular education, associative life, sports and civic engagement are carried out by the DRAJES. A regional academic delegation for youth, commitment and sport (DRAJES, délégation régionale académique à la jeunesse, à

l'engagement et au sport, <https://drdjscs.gouv.fr>) will be created within each rectorate of the academic region, while at the departmental level, a youth, commitment and sport service will be created within each DSDEN: departmental services of national education.

The sport/health houses (maisons sport santé MSS)

The Maisons Sport Santé (MSS) are a device established in 2019 by the Ministry of Sports and Olympic and Paralympic Games and the Ministry of Solidarity and Health. Their purpose is to accompany individuals to physical activity and sports and to implement sport-health programs. Any person wishing to be accompanied by professionals within the framework of the Maisons Sport-Santé can benefit from a follow-up. However, there is a priority audience: (1) any person who has never practiced sports or who has not practiced for a long time, (2) any person suffering from a long-term illness for therapeutic purposes, (3) any person suffering from a chronic illness for whom physical activity is recommended.

There are several health centers throughout the country.

Sport on medical prescription

Sport on medical prescription appeared in article 144 of law n°2016-41 in which it is stated that "as part of the care pathway for patients with a long-term condition, the treating doctor may prescribe a physical activity adapted to the pathology, physical abilities and medical risk of the patient". The white paper on prescription sports states that this idea has been well known for a long time and that its inclusion in the 2016 law is simply a crystallization of an idea that was already widespread. It aligns with Anglo-Saxon countries that have been inspired, since 1951, by the ideas of the

British Association of Sport and Exercise Medicine, in an effort to gain acceptance of the idea of sport-health.

Sources:

- The 11 February 2005 law: <https://handicap.gouv.fr/la-loi-du-11-fevrier-2005-pour-legalite-des-droits-et-des-chances>
- The 8 July 2013 law: <https://www.legifrance.gouv.fr/dossierlegislatif/JORFDOLE000026973437/>
- The 26 July 2019 law: <https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000038829065/>
- The Sport Code: <https://codes.droit.org/PDF/Code%20du%20sport.pdf>
- The 26 January 2016 law: <https://www.legifrance.gouv.fr/dossierlegislatif/JORFDOLE000029589477/>
- The 2 March 2022 law: <https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000045287568>
- The Bigard report (Rapport Bigard, June 2016): <https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000038829065/>
- The sport/health houses: <https://www.sports.gouv.fr/les-maisons-sport-sante-un-outil-d-egalite-des-chances-et-d-acces-au-droit-de-la-sante-par-le-sport>
- Sport on medical prescription: <https://sport-ordonnance.fr/livre-blanc-sport-sur-ordonnance/>

3. National strategy/ies on inclusion of people with disabilities in sports activities.

Please present the national strategy/ies of your country for integrating people with disabilities in sports (if this is linked to a legislature, please mention it).

A National Adapted Physical Activity - Health Consortium (Consortium National Activité Physique Adaptée – Santé : CNAPAS) has been developed (APAS) in 2021, redefining physical activity.

This National Adapted Physical Activity - Health Consortium is **the national authority representing and guaranteeing the French APA field**. It is composed of the main bodies in APA in France: (1) C3D STAPS (Conference of 80 UFR University departments of STAPS Directors), (2) SFP APA (Société française des professionnels en APA, a learned society for training and research in APA), (3) 2 learned societies: the RECAPPS Institut (Institute for Collaborative Research on Physical Activity and Health Promotion, <https://institut-recapps.com>) and the AFAPA (French-speaking Society of APA Professionals), (4) ANESTAPS (National union of STAPS Students) <https://anestaps.org>, (5) The sport-health Chair of the Université de poitiers . **The CNAPAS participates at the highest level of the reflections and exchanges with the various national authorities.**

A National Plan for Sport, Health and Well-being: "Sport, Santé, Bien-Être" (2012) has been translated into regional plans based on local dynamics.

Following the paradigm shift of 2016 in the field of sport, bringing it closer to health, The National Sport-Health Strategy (Sport-Santé) 2019-2024 aims to "improve the health status of the population by promoting physical activity and sport for everyone on a daily basis, with or without pathology, at all times of life", Ministry of Solidarity and Health and Ministry of Sports. This public policy is part of the legacy of the 2024 Olympic and Paralympic Games.

The Ministry of National Education and Youth

A- Defines the "Sport and disabilities 2020-2024 (SNSH)" national strategy around 4 axes: (1) Promote and facilitate access to physical activity and sport, (2) Develop and structure a practice offer adapted to the needs, (3) Improve French performance at the Paralympic Games (4), Manage and evaluate.

B- Identifies 6 key measures for Paris 2024: (1) to develop parasports, promote the practice of sports for people with disabilities in the context of school, extracurricular and after-school activities by strengthening educational partnerships involving sports players offering local services, (2) to develop the media coverage of parasports, (3) to encourage the sharing and re-use of technical and sports equipment dedicated to "sporthandicaps" practices, (4), access to sports practice thanks to and for caregivers, (5) to create a development model for disabled athletes, (6) to promote and communicate on the Sports Handiguide.

The Ministry of Sport and the Olympic and Paralympic Games

C- It develops and manages: (1) Programs and resources to accompany the PE program with a section on pedagogical adaptations in PE for students with disabilities. See an example in biathlon/duathlon: RA20_C4_EPS_Duathlon_ou_biathlon.pdf, (2) adapted PE commissions in several academies in France with practical information and resources. See examples: adapted PE site of the academy of Versailles: "GT EPS adaptée - Education Physique et Sportive" (ac-versailles.fr). For a successful inclusion of students with special needs (genial.ly). Adapted PE (EPS) Physical and Sports Education (ac-dijon.fr), (3) Assesment testing adapted to the abilities of candidates with disabilities in EPS for the baccalaureate, with the

possibility of reducing the three planned tests to two or even one (<https://eduscol.education.fr/1283/adaptations-et-dispenses-au-baccalaureat-general-et-technologique>), (4) the development of "shared sports" allows all students to practice the same activities. These are pre-existing sports practices whose rules and scales are adapted according to abilities of each student. Meetings between sports associations are subject to an agreement (<https://opuss.unss.org/article/73855>). These activities (wheelchair basketball, biathlon, blowpipe race, blind labyrinth, football for blind persons (céci-foot), boccia, climbing, torball, flashmob, seated volleyball, wheelchair course, etc.) naturally find their place within the framework of PE lessons.

D- The National Advisory Council for the Disabled (Conseil National Consultatif des Personnes Handicapées: CNCPH), "Sport, Media, Culture" Commission, participates in the examination of laws to ensure the effective inclusion of people with disabilities in sports activities.

Sources: The National Sport-Health Strategy (Sport-Santé) 2019-2024.

<https://www.sports.gouv.fr/sport-et-handicap-33>

4. Skilled and Knowledgeable Staff.

Please mention if there is a provision by your country to train/educate coaches, teachers, physical educators about the unique challenges that students with disabilities face in sports. If there is one, please mention the provider, its duration, its main focus, the absolute numbers and percentages of people having undergone a training, etc.

Various categories of professionals can work with young people with disabilities in the field of sport. **The sports code** provides a framework for all the professions that govern sports. The **Repertoire National Certification Professionnelle form** (La fiche Répertoire National

Certification Professionnelle) establishes the skills validated from the training.

<https://www.data.gouv.fr/fr/datasets/repertoire-national-des-certifications-professionnelles-et-repertoire-specifique/>

The **National Adapted Physical Activity - Health Consortium** (Consortium National Activité Physique Adaptée – Santé: CNAPAS) has been developed (APAS) in 2021, redefining physical activity (see previous section 3). The goal was to regroup **to give more visibility to the APAS training and jobs**, sport educator vs teacher in APA vs coordinator in APA, **which, in recent years has had an exponential development. Job descriptions have been drawn up** with a common core curriculum.

A. In basic training

1. Professionals attached to the Ministry of Sports, Olympic and Paralympic Games:

- Brevet Professionnel de la Jeunesse, de l'Éducation Populaire et du Sport (BPJEPS) Physical Activities for All.
- Diplôme d'Etat de la Jeunesse, de l'Éducation Populaire et du Sport (DEJEPS) Adapted Physical and Sports Activities.

2. Professionals attached to the Ministry of Higher Education and Research (faculty or institute of sport sciences):

5 mentions of "licence" exist (L3: a 3-year degree with 500 hours year/1500 hours for 3 years to validate it + 200h of pre-professionalization internship. This corresponds to European credits of 180 ECTS. The growing success of these courses, more than 68,000 students are enrolled in L1 in

STAPS in 2022, has implied and still implies a specialization of the University's teachers (associated professors, professors, seconded from the higher education, contract workers).

<https://www.legifrance.gouv.fr/loda/id/JORFTEXT000037291166/?isSuggest=true#:~:text=L%27ensemble%20du%20parcours%20de,entre%204500%20et%205400%20heures.>

Those devoted to APS are:

- **STAPS degree L3 mention APA-S** (Adapted Physical Activity and Health) training "Teachers in Adapted Physical Activity" (EAPA) to intervene in particular in specialized institutes with children and teenagers in situation of handicap (IEM, ITEPS, IME).

- **STAPS degree L3 mention Education and Motricity** 1st and 2nd degree training future PE teachers and school teachers: the modules of sensitization to the handicap are generally of about ten hours.

- **STAPS degree L3 in sports training**, training future trainers: the disability awareness module is generally about twenty hours long.

A professional card after the L3 is granted. It is a diploma for being "teacher with specific adapted activities" ("enseignant APA") which entitles the supervision of people with special needs. The sector that will be recruiting is the social, tourism and health sectors, as well as teachers in hospitals (see APHP job descriptions). Not all "APA teacher" graduates go to teaching, they can also be co-ordinators.

- **The Master's level of STAPS** allows you to take several competitive exams: the Certificate of Aptitude for Teaching Physical Education and Sport (CAPEPS: in secondary education only) or the CRPE for primary education.

B. In further training

Professionals attached to the Ministry of National Education and Youth:

- 2-days for further training of PE teachers: "Partial aptitude and disability in PE" as part of the Ecole académique de la formation continue (EAFC).
- CAPPEI training of 12 weeks (followed at INSEI or INSPE), entirely devoted to the adaptation of teaching to the Special Educational Needs of students with disabilities, including a day of awareness to the teaching of adapted PE in the module chosen by the trainee teachers, corresponding to different types of Special Educational Needs.

Sources:

APAS job description: <https://c3d-staps.fr/wp-content/uploads/2021/04/VF-LE-Metier-Les-Missions-21-1-2021.pdf>

Reference of all the STAPS in France: <https://www.enseignementsup-recherche.gouv.fr/fr/la-licence-generale-staps-un-diplome-professionnalisant-47601>

5. Sport events (permanent/regular events: European and national scale) where people with disabilities are encouraged to participate (i.e., marathons).

Please refer the organizer, the frequency of the event, the number of people with disabilities that participate.

1. Ministry of Sports, Olympic and Paralympic Games:

- Competitions offered by the French Federation of Handisport (<https://www.handisport.org/>): "Jeux de l'Avenir" and "Grand Prix" are

organized alternately each year in addition to all the competitions by sport specialty at the departmental, regional and national levels.

- Competitions organized by the Fédération Française du Sport Adapté (FFSA) (<https://sportadapte.fr/la-ffsa/>): departmental, regional and national competitions.

2. Ministry of National Education and Youth:

Sport and disability events are organised throughout the year 2023:

[Sport et handicap : les grands rendez-vous de 2023](#)

All school sports associations are mobilized for the national day of sport and disability (23 march), the 7th edition of the Olympic and Paralympic Week organized on the theme of inclusion from April 3 to 8, 2023: [La semaine olympique et paralympique](#), the virtus global games (4-10 june) and the World Para Athletics Championships (8-17 july).

3. Ministry of Higher Education and Research:

National event "The Teacher in Adapted Physical Activity: a sure value!" (1st quarter 2023) organized by the university training in Adapted Physical Activity and Health (APA-S) of the UFR STAPS and the Teachers in APA (EAPA).

Different actions or local events are organized in each territory (including the national day of sport and disability, the Olympic and Paralympic week, the Telethon, etc.). They take the form of thematic days, conferences, debates and workshops putting in motion and in activity people with specific needs supervised by all the actors of the APA field: teachers and research teachers in APA, students of all levels (Bachelor, Master and Doctorate in APA-Health), as well as medical, paramedical and educational staff, coming from establishments and public structures.

[Dossier presse Evenement EAPA une valeur sure 2023 VF Strasbourg 1 .pdf \(unistra.fr\)](#)

ASSOCIATIONS (NATIONAL LEVEL)

The Union Nationale du Sport Scolaire (UNSS)

Shared sport competitions are organized by the UNSS on a departmental, regional and national scale in many physical and sports activities (handi cross, swimming, ultimate, etc.) as part of a "Shared Sport":

<https://www.unss.org/sport-partage>

The Youth sports offer

"the Handisport Youth programme has been greatly expanded and its sports offer is now based on 3 sectors that meet the needs of all young people with motor or sensory disabilities, whatever their expectations and objectives: PLEASURE + PROGRESS + PERFORMANCE":

<https://www.handisport.org/loffre-sportive-jeunes/>

What important data are missing from each country compared to others?

What would you recommend to your country?

In France, although there is little scientific data on the practice of sport among young people with disabilities, we can nevertheless draw on statistical data from the Institut National de la Jeunesse et de l'Education Populaire (INJEP). <https://injep.fr/publication/barometre-national-des-pratiques-sportives-2022/>

The INJEP, *Institut National de la Jeunesse et de l'Education Populaire* (National Institute for Youth and Popular Education) has put the

Observatoire territorial du sport et de la jeunesse (Territorial Observatory of Sport and Youth) on line, an observation tool that enables territorial indicators to be consulted: <https://carto-stats.injep.fr/>

Having identified the existing literature on the sporting practices of young people with special educational needs, we note a certain lack of standardised methodologies and research data that would facilitate the development of good adapted physical practices. We note a lack of visibility of both the results of the research and the arrangements put in place to make it easier to understand and identify good practice for young people with special educational needs.

According to our methodology, sociological surveys of specialists in the field and in institutions confirm that access to sport for all has increased in recent years, especially in specialized institutions. Nevertheless, even able-bodied people's sporting activities are still too selective because of a competitive spirit that is still in evidence.

In terms of professional qualifications, in addition to the initial training of teachers in the national education system, which is crucial, the first step is to build bridges between the worlds of sport and parasport, by recruiting specialized sports staff.

In terms of visibility, it is important to publicize the good practices of parathletes, but above all to facilitate communication between elected politicians and the mobilisation of sports club presidents to identify good practices for parasport, support institutions and create specific schemes at local level. By the end of the 2024 Olympic Games, people with disabilities should have the same opportunities as able-bodied people, in terms of facilities, time and sports instructors. The recommendations for France are therefore to raise awareness and mobilize all political, sporting and educational players to disseminate and put into practice the ethical, educational and social values of sport for all.

We wish to express our deep gratitude, firstly to Ms Charlotte DUTHU, specialist school teacher, for her involvement in this project, and also our sincere thanks to Mr Brahim BALK-ALEXANDRE, director of the Hauts-de-Seine Departmental Handisport Committee ; Mr Eric BERNAD, school teacher pedagogical advisor in Créteil education authority ; Thierry BOURGOIN, specialist school teacher, former trainer at INSEI ; Ms Isabelle CABY, associate professor in science and techniques of physical and sports activities at Artois University; Mr Xavier CHIGOT, school teacher educational advisor, Créteil Academy ; Mr Franck COQUART, CDSA92 project manager ; Ms Laurence KERN and Ms Nathalie LEROUX, associate professors in science and techniques of physical and sports activities at Nanterre University ; Denis MAUPAS, school adaptations and education for the pupils with disabilities pedagogical adviser, Versailles education authority; Jacques MIKULOVIC, rector of Mayotte education authority ; Jérôme ROUSSEAU, founder and chairman of the Novosports association.

Collection of best practices

The first 3 best practices constitute a set of universal accessibility practices: practice #1 "Adaptive table tennis", practice #2 "inclusive volleyball", practice #3 "inclusive tèque".

Each practice will first be briefly described in a 12-item table. Each item will link to a detailed 4-part presentation immediately following these 3 tables. This detailed presentation is called "Three sports practices with three adaptation approaches for the inclusion of all". It describes the universal accessibility of these 3 practices, presented together, based on a needs analysis. It is an argumentation that links 3 adaptation approaches, a protocol for securing practices by needs and a summary of adaptations by special educational needs.

The 4th best practice concerns circus arts. The practice focuses on people with neurodevelopmental disorders, but could be extended to a wider audience.

Best Practice in France #1:

Adapted table tennis

Key words that describe this best practice in France

1. Adapted table tennis ; 2. "Table tennis with support" variant ; 3. "Pushing table tennis" variant ; 4. "Table tennis on the floor" variant ; 5. Universal accessibility

1. Type of Disability

This sport is adapted to all publics through its 3 variants and complementary adaptations: this sport is universally accessible. It was originally designed for pupils with mild to severe motor disabilities and pupils with no disabilities or mild neurodevelopmental disorders (part 1-B).

2. Organization & Reference

The EREA Toulouse-Lautrec High School is located in Vaucresson, near Paris (<http://www.lyc-erea-toulouse-lautrec-vaucresson.ac-versailles.fr/>). The practice is presented by Charlotte Duthu and Sonia Duval, specialized teachers in this high school and university teachers (part 1-A).

3. Formal/Informal

This sport is part of the French education system (part 1-A).

4. Practice summary

Table tennis is adapted in 3 variants, with more and more adaptations to meet the growing needs of pupils standing or in wheelchairs:

1. A "Table tennis with support" variant and adapted equipment can meet many needs with few changes to the initial practice.
2. A "Pushing table tennis" variant simplifies the gesture by doing away with the net, using the hand and preventing the ball from going sideways with foam bars. It is accessible to a wide audience who need a slower, less precise game.
3. A "Table tennis on the floor" variant enlarges the space, the equipment and slows down the game even more, so that it can be played without hands in an electric wheelchair or with little standing precision. This variant is particularly suited to pupils with severe disabilities and is therefore accessible to all (part 3-A).

5. Variations implemented

Variations on the practice allow adaptations to be made to suit the specific needs of the pupils. However, each variant can also be proposed to a heterogeneous pairing for a more inclusive approach. The last item in the detailed table for each variant (part 3-A-2) suggests ways of ensuring universal accessibility, so that everyone can play together.

6. People involved

The detailed table of this practice also presents the people involved (part 3-A) and the adaptation approach (parts 1-B, and 1-C-2).

7. National guidelines adopted

They are presented above in the main methodology section. These practices are in line with the obligation for all pupils to take part in sports and to be assessed (part 1-C-1), unless they have a medical certificate exempting them from doing so.

8. Implications for teachers/practitioners etc.

The conceptualization of a preventive and reactive "securing practices" protocol addresses these issues (part 4-A). Some elements of co-teaching are part of the safeguarding system (part 2-C).

9. Innovative resources, materials, methods etc. used

The detailed presentation proposes an innovative conceptualization of the adaptation approach by group of needs, by reverse or inclusive inclusion (part 2, parts 3-A-1, 3-B-1 and 3-C-1). The detailed presentation proposes the conceptualization of universal accessibility of practices through needs analysis (part 1-C-2, part 3 end of tables and part 4-B). Materials are proposed and imagined for universal accessibility (part 4-C).

10. Communication and collaboration strategies

Strategies are linked to co-teaching, co-intervention or co-presence to animate, differentiate and provide assistance in sessions (part 2-C).

11. Evaluation and/or reflection methods

The assessment enables pupils to situate themselves on their scale of progression. Very detailed grids are systematically produced for each skill

profile. They are too long to include in this document. The detailed presentation proposes only the main academic skills (part 1-C-1).

12. Training pathway for teachers for integrating this good practice

The tips are grouped into 3 themes: objectives, participants' skills and adaptation methods (part 1-B).

Best Practice in France #2

Inclusive Volleyball

Key words that describe this best practice in France

1. Inclusive Volleyball ; 2. Strike with a wheelchair ; 3. Reverse inclusion ; 4. Swiss-ball ; 5. Universal accessibility.

1. Type of Disability

This sport is adapted to all, with a common skill shared by all participants: being able to move around in a wheelchair. Pupils who can't will play standing up. In this way, the sport is universally accessible. It was originally designed for pupils with mild to severe motor disabilities and pupils with no disabilities or mild neurodevelopmental disorders (part 1-B).

2. Organization & Reference

The EREA Toulouse-Lautrec High School is located in Vaucresson, near Paris (<http://www.lyc-erea-toulouse-lautrec-vaucresson.ac-versailles.fr/>). The practice is presented by Charlotte Duthu and Sonia Duval, specialized teachers in this high school and university teachers (part 1-A).

3. Formal/Informal

This sport is part of the French education system (part 1-A).

4. Practice summary

Inclusive volleyball involves playing in a manual or electric wheelchair with participants of varying abilities. The motor skills of the participants are homogenized in a process of reverse inclusion. The equivalence of participants' skills is harmonized at team level. This is a collective confrontation between two teams, each on their own field separated by a net or elastic band. Participants hit a large ball (Swiss-ball) with the wheels of the wheelchair, the footrests or the legs. The large ball rolls

along the floor and passes under the net, not over it as in classic volleyball. The aim is to get the ball out of the opponent's court (part 3-B).

5. Variations implemented

If wheelchair locomotion is not accessible to certain standing pupils (e.g. motor coordination disorder or severe visual impairment), they will require additional adaptations. This participant plays standing up. He hits the big ball (Swiss-ball) with his legs or hands. He may have the help of a student tutor to orient himself.

The last item in the detailed table of this practice (part 3-B-2) proposes the modalities of universal accessibility so that everyone can play together.

6. People involved

The detailed table of this practice also presents the people involved (part 3-B) and the adaptation process (parts 1-B, and 1-C-2).

7. National guidelines adopted

They are presented above in the main methodology section. These practices are in line with the obligation for all pupils to take part in sports and to be assessed (part 1-C-1), unless they have a medical certificate exempting them from doing so.

8. Implications for teachers/practitioners etc.

The conceptualization of a preventive and reactive "securing practices" protocol addresses these issues (part 4-A). Some elements of co-teaching are part of the safeguarding system (part 2-C).

9. Innovative resources, materials, methods etc. used

The detailed presentation proposes an innovative conceptualization of the adaptation approach by group of needs, by reverse or inclusive inclusion (part 2, parts 3-A-1, 3-B-1 and 3-C-1). The detailed presentation proposes the conceptualization of universal accessibility of practices through needs analysis (part 1-C-2, part 3 end of tables and part 4-B). Materials are proposed and imagined for universal accessibility (part 4-C).

10. Communication and collaboration strategies

Strategies are linked to co-teaching, co-intervention or co-presence to animate, differentiate and provide assistance in sessions (part 2-C).

11. Evaluation and/or reflection methods

The assessment enables pupils to situate themselves on their scale of progression. Very detailed grids are systematically produced for each skill profile. They are too long to include in this document. The detailed presentation proposes only the main academic skills (part 1-C-1).

12. Training pathway for teachers for integrating this good practice

The tips are grouped into 3 themes: objectives, participants' skills and adaptation methods (part 1-B).

Best Practice in France #3

"Inclusive Tèque"

Key words that describe this best practice in France

1. Inclusive baseball ; 2. All motor skills ; 3. Shorten the circuit ; 4. Passing the ball under the wheelchair ; 5. Universal accessibility.

1. Type of Disability

This sport is adapted to all abilities, respecting people's mode of locomotion, speed of movement and ball-throwing skills. It can be played by everyone and with everyone. From the outset, it meets the principle of universal accessibility.

It was originally designed for pupils with mild to severe motor disabilities and pupils with no disabilities or mild neurodevelopmental disorders (part 1-B).

2. Organization & Reference

The EREA Toulouse-Lautrec High School is located in Vaucresson, near Paris (<http://www.lyc-erea-toulouse-lautrec-vaucresson.ac-versailles.fr/>). The practice is presented by Charlotte Duthu and Sonia Duval, specialized teachers in this high school and university teachers (part 1-A).

3. Formal/Informal

This sport is part of the French education system (part 1-A).

4. Practice summary

Tèque inclusive is a type of baseball, originating from Normandy (France). The way the ball is thrown varies according to skill (bat, racket, hand, Pasaka-type glove or baseball-type glove). The ball could emit a sound with a bell. A second, shorter circuit reduces travel time for pupils in manual wheelchairs, slow walkers or pupils who have difficulty finding their way

around. The long circuit is designed for fast-walking pupils in a standing position or those in electric wheelchairs. The attacker can be eliminated by passing the ball under a defender’s chair. The defender in the wheelchair is thus mobilized for an essential action, while his or her ability to intercept or pick up the ball on the ground is more limited (part 3-C).

5. Variations implemented

The universal accessibility variants of this inclusive practice will focus solely on the significant specific needs of certain participants.

If a pupil is unable to find his way around on his own, a pupil tutor will travel with him. A sound ball with a bell enables a blind defender to locate the ball. When he becomes an attacker, he throws it with his hand.

The last item in the detailed table of this practice (part 3-C-2) proposes the modalities of universal accessibility so that everyone can play together.

6. People involved

The detailed table of this practice also presents the people involved (part 3-C) and the adaptation process (parts 1-B, and 1-C-2).

7. National guidelines adopted

They are presented above in the main methodology section. These practices are in line with the obligation for all pupils to take part in sports and to be assessed (part 1-C-1), unless they have a medical certificate exempting them from doing so.

8. Implications for teachers/practitioners etc.

The conceptualization of a preventive and reactive “securing practices” protocol addresses these issues (part 4-A). Some elements of co-teaching are part of the safeguarding system (part 2-C).

9. Innovative resources, materials, methods etc. used

The detailed presentation proposes an innovative conceptualization of the adaptation approach by group of needs, by reverse or inclusive inclusion (part 2, parts 3-A-1, 3-B-1 and 3-C-1). The detailed presentation proposes the conceptualization of universal accessibility of practices through needs analysis (part 1-C-2, part 3 end of tables and part 4-B). Materials are proposed and imagined for universal accessibility (part 4-C).

10. Communication and collaboration strategies

Strategies are linked to co-teaching, co-intervention or co-presence to animate, differentiate and provide assistance in sessions (part 2-C).

11. Evaluation and/or reflection methods

The assessment enables pupils to situate themselves on their scale of progression. Very detailed grids are systematically produced for each skill profile. They are too long to include in this document. The detailed presentation proposes only the main academic skills (part 1-C-1).

12. Training pathway for teachers for integrating this good practice

The tips are grouped into 3 themes: objectives, participants' skills and adaptation methods (part 1-B).

"Three sports practices with three adaptation approaches for the inclusion of all"

Detailed presentation of the 3 sports

Introduction and keywords

A set of three sports practices adapt duel or collective confrontations for all:

1. **"Adapted table tennis"** with 4 variants (part 3 A),
2. **"Inclusive volleyball"** (part 3 B)
3. **"Inclusive Tèque"**, a kind of inclusive baseball (part 3 C).

- **Participants with heterogeneous needs and skills:** motor skills can range from very limited to very high (part 1),
- **Three adaptation approaches:** they clarify the notion of inclusive practice (part 2),
- **Universal accessibility: adaptations** are devised for the most disadvantaged pupils in a heterogeneous group. This process facilitates access to practices for all (part 3),
- **Analysis of special educational needs:** needs and adaptations are often common to different types of disability (part 4).

Part 1: Origins of sporting practices and the adaptation approach

1-A. Origin of these practices: the EREA Toulouse-Lautrec High School

This practice originates from the Toulouse-Lautrec EREA High School. This specialized school (Ministry of Education) includes a care and rehabilitation center (Ministry of Health and Prevention). Pupils with disabilities are educated from elementary school through to High School. Teaching follows school curricula and prepares pupils for national examinations. Pupils are

guided towards all possible studies in higher education. The school can therefore be open to pupils with no disabilities or with motor disabilities. They attend the school by personal choice, and account for a third of the pupil body. This highly heterogeneous pupil body is an exception in France. This is a specialized school offering a model of "reverse inclusion".

Since the 1980s, this establishment has developed national expertise in the adaptation of sports and handisport practices. These practices have been filmed and commented on by the school's teachers since the 90s (Philippe Normand and Hervé Dizien): <https://video.toutatice.fr/video/18066-une-demarche-inclusive-en-eps-au-lycee-toulouse-lautrec-de-vaucresson/>.

There are numerous accessible facilities and areas (gymnasium with climbing wall, swimming pool, asphalted outdoor areas, nearby woods). A wide range of equipment is available, including numerous sports chairs, table tennis tables, all kinds of balls and rackets, foam mats and bars, bows, blowpipes and more. A workshop can even make field edges or ramps if the materials are simple.

Here are the contact details for the establishment, to be quoted for any future reference to these 3 practices:

Lycée EREA Toulouse-Lautrec
 131 av de la Celle-Saint-Cloud
 92420 Vaucresson
ce.0921935D@ac-versailles.fr
<http://www.lyc-erea-toulouse-lautrec-vaucresson.ac-versailles.fr/>

The EREA Toulouse-Lautrec High School PE team is represented by Charlotte Duthu, a specialist PE teacher at EREA Toulouse-Lautrec. She is also a trainer in Adapted Physical Activities at the university (Paris-Saclay). She brings her expertise to these 3 practices. Their presentation is written with Sonia Duval. She was formerly a specialized teacher at EREA Toulouse-Lautrec and a trainer at the university (CYU and Paris-Saclay). She is now working at INSEI to train in inclusive education (sonia.duval@inshea.fr).

1-B. Origins of the Toulouse-Lautrec EREA High School's adaptation approach

The school caters for almost 300 pupils aged from 6 to 20, with a wide range of skills and motor abilities:

- Pupils with all types of motor disorders,
- Pupils with neurodevelopmental disorders (DSM-5 / CMI-11) without severe intellectual development disorders,
- Pupils with mild sensory disorders,
- Pupils with mild psychological disorders (anxiety, depression).
- Pupils with no disabilities.

The proposed practices must meet the following constraints:

- Be adapted to each pupil, from the most disabled to the most mobile,
- Be quick and modular to install,
- Can be practiced simultaneously in the same indoor (gymnasium) or outdoor (tarmac) area,
- Be practiced in teams or pairs with heterogeneous abilities,
- Be supervised by several teachers (2 minimum),
- Can be assessed using skill grids adapted to each individual.

These constraints have enabled teachers to develop their creativity in adapting sports practice in an inclusive way. Each practice must :

- Always be adapted to the greatest motor limitation,
- Provide for variations in each of the pupils' motor skills, including the mode of locomotion (wheelchairs),
- Offer varying degrees of difficulty for each skill (speed, precision, complexity), from high performance to severe limitation.

The activities and their adaptations are thought out in a continuum, from the greatest possible compensation of the activity to the expression of great performance.

By taking all these constraints into account, each activity can be adapted simultaneously to all types of disability, by varying just a few parameters.

1-C. Origins of the possible extension of the 3 sports practices to all participant profiles for social inclusion

The practices are already adapted to a wide range of disabilities, even the most severe. The school has not tested its day-to-day practices for all disability profiles, and in particular for severe sensory deficits such as deafness without hearing aids and blindness. At the end of the tables for each activity (part 3), additional adaptations will be proposed to help these practices evolve towards universal accessibility.

1-C-1. Practices limited to specific pupil profiles and evaluated according to specific criteria...

The teachers at EREA Toulouse-Lautrec High School make a point of carefully assessing each pupil's skills according to a specific profile. They ensure the skills are equivalent in both individual and team matches. Evaluation criteria are set for each practice.

The aim of the assessment is to identify and report on each individual's performance. This enables them to situate themselves and progress on a personalized scale. It also prepares pupils for the "baccalauréat" assessment. Here are the 5 major disciplinary competencies that frame the evaluation criteria for Physical Education and Sport:

- Acquire a sporting culture;
- Acquire methods and tools through sport;
- Share rules, assume roles and responsibilities;
- Learn to maintain good health;
- Develop motor skills and learn to express themselves using their bodies

1-C-2. ...towards extending these practices to all.

Universal accessibility will be achieved by:

1. Identifying the special educational needs common to different disability situations,
2. Suggesting variations on the activity to broaden the participants' specificities.



3. Reducing the notion of sporting performance in favor of the pleasure of sharing a physical activity together. The practice of sport becomes a leisure activity that gives priority to physical activity, the playful dimension of the game and encounters with others. The equivalence of skills between participants becomes secondary, allowing for a wide variety of participant profiles, including those without disabilities.

The main aim of universal accessibility is social inclusion. This means enabling everyone to take part in sporting activities at school, among friends and, in particular, within the family.

Part 2: A common approach to adapting a practice in an inclusive way

To think about an inclusive practice, there could be three types of recommendations:

2-A. Objectives

- Consider sporting activity as a sensory-motor and psychosocial experience between participants with very different skills.
- Think of physical activity in terms of the acquisition of knowledge and skills, rather than pure performance.
- Emphasize the playful dimension of the activity, both in its conception and implementation.
- Design inclusive collective confrontations that highlight the heterogeneity of participants' abilities.
- Evaluate skills by enabling pupils to situate themselves on a motivational progression curve with adapted objectives.

2-B. Participants' skills

- Group adaptations by special educational needs rather than by disability.
- Think in terms of abilities rather than inabilities.
- Imagine the complementary skills of each team member.

2-C. Adaptation methods

- Analyze an activity by its internal logic rather than by its modalities, which will have to be arranged in a multitude of ways.
- Rethink the way physical and sports education sessions are supervised, so that several teachers are present for the same session. This enables teachers to respond more closely to pupils' needs, by working in co-teaching (for the same group) or co-intervention (in different groups). This involves aligning several classes of the same level in the same time

slot. At EREA Toulouse-Lautrec High School, 3 teachers line up their 3 classes for a total maximum of 40 pupils per session.

- Imagine optional variations in the case of a pupil's highly specific educational needs.
- Adapt with 3 distinct adaptation approach (from EREA Toulouse-Lautrec High School):

1. "Needs group" approach: Plan for several activities or variations of an activity to take place in the same place, to make it easier for teachers to supervise them and for pupils to move smoothly from one activity to another.

2. Reverse inclusion" approach: Determine the lowest common denominator between participants in a sporting activity, i.e. a type of locomotion, gesture or skill accessible to all. Then adapt part or all of the activity to this common denominator, by homogenizing the skills of each participant. For example, standing participants may have to take part in the activity in a wheelchair.

3. "Inclusive" approach: Design a group activity with different spaces, motor skills and roles for each member of a heterogeneous team.

Part 3: The 3 steps to adapt 3 practices to all participants

This methodology proposes 3 distinct adaptation typologies and approaches. It gives a logic to adaptations and facilitates exploration for the benefit of all pupil profiles.

3-A. "Adapted table tennis" with 3 variants

3-A-1. A "needs group" adaptation approach


This approach adapts a pre-existing activity, inaccessible in its original form. The logic of the original sporting activity is always preserved.

The activity is adapted for a homogeneous group of pupils with similar needs and disabilities. Several groups of pupils with different needs will practice the activity at the same time. It is adapted differently each time, in terms of the “course level”, equipment or playing methods. At least one teacher supervises each variant. The teachers can work together on the same variant from time to time, to meet the needs of certain pupils, leaving one group free to play on its own.

This approach makes it possible to precisely analyze the needs and logic of the activity, and to explore adaptations that are as close as possible to the participants’ potential. The adaptations are then original and varied. This is the logic behind the sports disciplines approved for Parasport.

3-A-2. Rules for the 3 variants of “Adapted table tennis”

Variant 1 and variant 2 “Pushing table tennis” Comparative presentation for a designated audience, then in universal accessibility	
Participant s’ profile	Variant 1 is suitable for mild disorders, variant 2 for slightly more severe disorders: <ul style="list-style-type: none"> - Mild sensory-motor disorders of all 4 limbs (difficulty stabilizing in standing position) - Severe motor disorders of the lower limbs (playing in a manual wheelchair or chair) - Coordination development disorders (difficulty following the ball, coordinating movements) - Neurodevelopmental disorders (compatible with speed of play and facing an opponent) - For other participant profiles: “universal accessibility” item at the end of the table.
Supervision	One teacher supervises each variant, making a total of 3 teachers for the session.

	Variant 1: Table tennis "with support"	Variant 2: "Pushing table tennis" (Innovation from EREA Toulouse-Lautrec High School)
The players	These table tennis variants are played 1 vs 1 or 2 vs 2.	
Play area	Players compete on a classic table tennis table with net.	Players compete on a table tennis table without a net
Equipment used	<ul style="list-style-type: none"> - Possibility of playing with a large ball to slow down the game - Possibility of playing with a coloured ball to make it easier to follow the trajectory.  <p>Illustration of "Pushing table tennis" at EREA Toulouse-Lautrec High School</p>	<ul style="list-style-type: none"> - Foam bars are fitted to the side edges to prevent the ball from coming out to the sides. The side foam bars allow players to play indirectly (changing the direction of the ball by playing on the foam bars) as well as directly (sending the ball directly to the back of the opponent's table). - The ball used can be of different colors and sizes to facilitate play. - The player can play by hand, with a racket or with another device to facilitate the delivery.
Scoring points	The player wins his match if he manages to win 2 sets of 11 points (with a two-point difference). The player scores a point, either by causing his opponent to foul (fault), or if his opponent does not touch the ball.	The player wins his match if he manages to win 11 points (with a two-point difference). The player scores a point either by sending the ball behind his opponent's baseline or by provoking a foul.
Start of the game	The game begins with a serve. The server behind his table sends the ball to the opponent's table by	The game begins with a serve. The server pushes the ball into the


	<p>throwing it over his table and then bouncing it off his table before it bounces off the opponent's table (see official rules).</p> <p>If the service rule is too difficult, the player may:</p> <ul style="list-style-type: none"> - send the ball directly to the opponent's table without passing through his table, - be above the table, not behind it, at the moment of engagement, - not throw the ball at the moment of delivery. 	<p>opponent's court, either through the side foam bar or directly.</p>
Rotation	Service changes every two points.	
Fouls (faults)	<p>Various fouls can result in a point being awarded to the opposing player. Among the most common faults are:</p> <ul style="list-style-type: none"> - Reaching into the opponent's court with the hand or racket when hitting the ball - Touching the net - Moving the table - Letting the ball bounce more than once on the table - Volley the ball back over the table (no bounce) - Touch the ball several times in succession - Touch the ball with your free hand 	<p>Various fouls can result in a point being awarded to the opposing player. Among the most common fouls are:</p> <ul style="list-style-type: none"> - Touching the ball twice in succession - Returning the ball to the opponent's court after first touching a side foam bar in the player's own playing area. - Bouncing the ball. - Penetrate the opponent's court with hand or racket. - Send the ball into the opponent's half before it has fully entered the player's court. - Stop the ball.
Additional rules	<p>Leaning on the table is allowed:</p> <ul style="list-style-type: none"> - The player may place one hand on the table during the game. - The player may stick to the table. 	
Universal accessibility with a	<ul style="list-style-type: none"> - The able-bodied player applies the table tennis rules (without adaptations) in variant 1 (with net). In variant 2 (without net), he pushes the ball with a racket. 	

<p>heterogeneous duo</p>	<ul style="list-style-type: none"> - Participants with a different disability profile can choose to play standing up or in a wheelchair. In variant 1, he can play quickly (net and racket). In variant 2, they can choose to play more slowly by pushing the ball (hand and side foam bars). - Adaptations related to the items "Understand rules, instructions and playing areas" and "Benefit from breaks to rest" will be offered to all, even those without neurodevelopmental disorders (see part 4B). - Participants with autism spectrum disorders can benefit from a table set apart from the rest of the group in an area with fewer sensory stimuli. A foam ball reduces noise when moving. - Blind participants should choose variant 2, in which case 2 additional small foam bars are placed at the back of the table. The space where the ball exits the table is reduced to just in front of the player.
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Variant 3: "Table tennis on the floor" (Innovation from Lycée EREA Toulouse-Lautrec)

Presentation for a designated audience, then universal accessibility

<p>Participants' profile</p>	<p>This variant is adapted to severe disorders, thus facilitating universal accessibility:</p> <ul style="list-style-type: none"> - Severe motor disorders of all 4 limbs (play in an electric wheelchair) - All other motor disorders with their various locomotor functions - All other disorders, including severe ones: "universal accessibility" item at the end of the table.
<p>Supervision</p>	<p>One teacher supervises each variant, making a total of 3 teachers for the session.</p>
<p>The players</p>	<p>Table tennis on the floor is played 1 vs. 1 or 2 vs. 2.</p>
<p>Play area</p>	<p>Players compete on a badminton court (double lines) with a median line delimiting the two camps.</p>
<p>Equipment used</p>	<ul style="list-style-type: none"> - Wooden ledges are fitted to the side edges to prevent the ball going out to the sides. They allow players to use indirect play (changing the direction of the ball by playing on the edges) as well as direct play (sending the ball directly to the back of the court).

	<ul style="list-style-type: none"> - The ball used is a swiss-ball with a diameter of between 75 cm and 90 cm. - Players can be fitted with bumper pads (foam pool frit) to prevent the ball coming into contact with the leg, in case of fragility or pain. 
Scoring points	<p>The player wins the game if he manages to score 11 points (with a two-point difference).</p> <p>The player scores a point either by sending the ball behind the opponent's baseline, or by provoking a foul.</p>
Start of the game	<p>The game begins with a serve. The server hits the ball by rolling it into the opponent's court, either over the rim or directly.</p>
Rotation	<p>Service changes every two points.</p>
Fouls (faults)	<p>Various fouls can result in a point being awarded to the opposing player. Among the most common fouls are:</p> <ul style="list-style-type: none"> - Touching the ball twice in succession - Throwing the ball back into the opponent's court after first touching a rim in the opponent's court. - Bouncing the ball - Enter the opposing team's half with the wheelchair - Put one foot on the ground or get up from your chair - Send the ball into the opponent's half before it has fully entered the player's half. - Stop the ball
Universal accessibility with a heterogeneous duo	<p>This variant is particularly suitable for all severe disorders, as the game is slow and simple. The ball is much larger to spot or handle. It can be hit directly with the leg or the hand.</p> <ul style="list-style-type: none"> - Participants without disabilities can play in a manual wheelchair.

	<ul style="list-style-type: none"> - Participants with other disabilities may choose to play standing up or in a manual chair, depending on their motor skills and wishes. - Participants with neurodevelopmental disorders will be able to benefit from adaptations linked to the need to “understand rules”. - Adaptations linked to the items “Understanding rules, instructions and playing areas” and “Taking breaks to rest” will be offered to all, even those without neurodevelopmental disorders (see part 4B). - Blind participants will play standing up. The pitch can have sensory markers on the ground. Alternatively, a pupil tutor can use his or her voice to indicate the boundaries of the pitch or obstacles to ensure safe movement (see adaptations linked to the need to “Find one’s bearings in space”, part 4B). The swiss-ball can be fitted with a sound system, or replaced by a smaller sound ball with a bell (see adaptations linked to the need “To follow the movements of the ball”, part 4B). The participant will have to team up with another standing player if the game is 2 vs. 2, to avoid collisions with an electric wheelchair in his field.
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3-B. “Inclusive volleyball”

3-B-1. A “reverse inclusion” adaptation approach

It enables an activity adapted to pupils with limited sporting possibilities to be shared with more mobile or more active pupils, including those with no disability at all.


This reverse inclusion approach homogenizes the skills of the participants to harmonize the skills of the team. Some of the abilities of more mobile pupils are reduced, to bring them closer to those of more limited pupils. In this practice, the ability to walk is eliminated for wheelchair locomotion, generalized to all participants. The common denominator between these participants is their ability to catch a ball with their hands. **This approach homogenizes a heterogeneous group around the lowest common denominator among participants.**

Note: There will always be skill differences between participants. There will always be differences in the agility and power of the upper limbs, or in the ability to bend over. The equivalence of skills is less strict in a collective confrontation than in an individual one. It's only a question of seeking an equivalence of skills at the level of each team and not of each participant.

In this process of homogenization, a little heterogeneity in the skills of a team is necessary to energize the game. The modalities of the activity and the strategies within the team will even exploit the different potentialities of the participants. The inclusive approach (approach n°3 with the "Inclusive Library") develops this heterogeneity lever even further.

3-B-2. The rules of inclusive volleyball

"Inclusive volleyball" (Innovation from EREA Toulouse-Lautrec High School)	
Presentation for a designated audience, then universal accessibility	
Participants' profile	All participant profiles can play in the team, with all motor skills. Wheelchair motor skills are preferred, even if not necessary. Additional adaptations may be proposed to pupils (see the "universal accessibility" item at the end of the table) with: <ul style="list-style-type: none"> - a severe impairment in the development of coordination, - severe visual impairment (blindness), - autism spectrum disorders - intellectual development disorders
Supervision	At least 2 or 3 teachers supervise the activity to ensure the safety of the teams. Several matches take place simultaneously.
The teams	Inclusive volleyball is played between two teams, each consisting of 4 players, 3 on the court and one substitute.
Type of locomotion	All players are in manual or electric wheelchairs, depending on their motor profile. The standing pupil will play in a manual chair.
Court	The game is played on a rectangular pitch divided by a net/elastic under which the ball passes. The pitch is 18 meters long and 9 meters wide. A central line divides the field into two equal halves. A 3-meter zone is marked in each half, as in volleyball.

<p>Equipment used</p>	<ul style="list-style-type: none"> - The net or elastic band is placed 90cm to 1.05m high, depending on the ball (15cm between the diameter of the ball and the bottom of the net). The net or elastic band is attached to posts located 9 m apart. - The ball used is a swiss-ball with a diameter of between 75 cm and 90 cm. 
<p>Scoring points</p>	<p>A team scores a point if it manages to get the ball out of play or if an opponent commits a foul.</p> <p>The first team to reach 15 points with a minimum lead of two points wins the match.</p>
<p>Start of game</p>	<p>The game begins with a serve. The server hits the ball into his court behind the three-meter line. He tries to send the ball directly into the opponent's court. The serve must cross the net and roll into the opponent's court under the elastic/net to be valid.</p>
<p>Rally</p>	<p>After the serve, the teams have three touches to send the ball back under the net. Strikes are generally made by a combination of players. Each player may not hit the ball twice in succession.</p>
<p>Rotation</p>	<p>Players change positions clockwise when their team wins the serve. This gives each player a chance to serve and avoid any positional advantage.</p>
<p>Net play</p>	<p>Players can counter the opponent's ball directly by standing still at the moment of the counter. The counter must be sideways (wheel in contact with the ball). The counter can be made even if the ball has not completely crossed the net. Be careful not to interfere with an</p>

	<p>opponent's attempt to play the ball. It is forbidden to touch the net during play or to enter the opponent's playing area.</p> <p>Apart from on the counter, the player is not allowed to send the ball directly (on the 1st touch) into the opponent's half if he is initially located within the 3-meter zone.</p>
Fouls (faults)	<p>Various fouls can result in a point being awarded to the opposing team. Among the most common fouls are:</p> <ul style="list-style-type: none"> - Touching the ball twice in succession, - More than 3 touches per team to send the ball back to the opposing team, - Throwing the ball directly back into the opponent's half from the 3m zone (with the exception of counter-attacks), - Carrying, lifting or bouncing the ball, - Place one foot on the ground or lift the buttocks off the chair when the ball is struck, - Reach into the opponent's half (front wheels or footrest) during or after the shot, - Touching the post, elastic band or any external element, - Send the ball into the opponent's half before it has completely crossed the net.
Replacements	<p>Substitutions can be made freely, with players entering and leaving the game as they please, respecting the procedures.</p>
Additional rules	<p>If the ball is released by a partner, it can be recovered and put back into play.</p>
Universal accessibility for a heterogeneous team	<ul style="list-style-type: none"> - For pupils in wheelchairs, a foam fry can be positioned to act as a bumper, protecting legs and knees. - Participants with other disabilities play in a manual or electric wheelchair, depending on the motor skills of their upper limbs. - Adaptations linked to the items "Understanding rules, instructions and playing areas" and "Taking breaks to rest" will be offered to all, even those without neurodevelopmental disorders (see part 4B).

	<p>The strategic interest of the game lies in the heterogeneity of the participants, so we can propose even more complementarity in the team:</p> <ul style="list-style-type: none"> - If a participant can walk but is unable to manipulate the chair (due to sensory-motor or coordination development problems), he or she can play standing up, kicking the ball with his or her feet. - Blind participants can play standing up, with additional adaptations. Sensory cues on the floor, a sound ball with a bell and the help of a pupil tutor can be suggested. The tutor guides the blind participant to catch the ball without going out of bounds and avoiding collisions with others (see adaptations related to the need "Locating oneself in space" and "Following the ball's movements", part 4B). - Participants with autism spectrum disorders can play standing up, with the help of a pupil tutor for guidance and reassurance. - A pupil tutor will also help the participant with an intellectual development disorder to choose the right strategy and follow the rules.
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3-C. "Inclusive Tèque", a kind of inclusive baseball

3-C-1. An inclusive approach that enables a heterogeneous group to practice together.

The aim is to enable heterogeneous abilities to coexist within the same activity. This implies adapting the activity in terms of modalities, spaces and equipment so that they are common to all.

In an inclusive individual game, **adaptations are made to reduce the skills gap** (e.g. gripping assistance for archery, or locomotion), while sharing the same action, the same space and the same equipment. In the context of a team game, **this approach exploits the heterogeneity of participants to the benefit of their complementarity, with an equivalence of skills between teams.**

Note: There may be a categorization of participant profiles within each team. These profiles then become part of the rules of the game, and even define their scope of


action. This complexity of rules brings strategic and collaborative challenges to the collective game.

Team members with more limited abilities can be given a dedicated space or a simpler route within the collective game space to balance their skills with those of the other players, or to avoid collisions.

3-C-2. The rules of the “Inclusive Tèque”

<p style="text-align: center;">The “Inclusive Tèque” (an innovation from the EREA Toulouse-Lautrec High School)</p> <p style="text-align: center;">Presentation for a designated audience, then universal accessibility</p>	
Participants’ profile	<p>All participant profiles can play in the team. All motor skills are possible, whether standing, using a walker or cane, or in a manual or electric wheelchair.</p> <p>Additional accommodations may be offered to pupils who cannot throw a ball or catch it with their hands, or to pupils with blindness, autism spectrum disorders or intellectual development disorders (see the “universal accessibility” item at the end of the table).</p>
Supervision	A minimum of 2 to 3 teachers supervise the activity, to ensure safe movement and help with throwing the ball.
The teams	<p>Tèque is played between two teams of a maximum of 11 players each.</p> <p>Motor skills can be very different.</p>
Type of locomotion	Players move around according to their motor skills (manual wheelchair, electric wheelchair, walker, standing...).
Court	The game takes place in an undefined playing area, with the exception of the rear area behind the batsman, which is considered offside.
Equipment used	<ul style="list-style-type: none"> - The ball to be sent by the attackers into the playing area is a foam ball with the diameter of a tennis ball, so that it can fit under a manual or electric wheelchair (between 6.3 and 6.6 cm in diameter). - To hit the ball, the attacker can use a bat, racket, hand or gutter.

	<ul style="list-style-type: none"> - The bases used are 1 m squares delimited by studs/cups. 2 circuits (short circuit for slow learners and long circuit for fast learners) are formed using 4 bases, one of which is common to both circuits (the one representing both the beginning and the end).
Scoring points	<p>The attacking team scores points when an attacker manages to circle all 4 bases without being eliminated by the defense.</p> <p>He scores 3 points for his team if he circles all 4 bases once, and 1 point if he does so several times.</p>
Start of the game	<p>The game begins with an attacker striking the ball into the playing area (the attacker strikes the ball sent by a throwing partner located next to him).</p>
Rallye	<ul style="list-style-type: none"> - After sending the ball, the attacker must move from one base to another until he returns to the starting point without being eliminated (he can do this on the first try: after his throw or in several stages thanks to his partners' sends). - He may return to the previous base provided it is not occupied by a partner. - In defense, players must organize themselves (receiving the ball, passing, etc.) to recover the ball and then pass it under a partner's chair in order to eliminate an attacker.
Rotation	<p>Players switch roles (attack/defend) once all attackers have passed through.</p>
Fouls (faults)	<p>The defense commits a foul if it hinders the attacker by blocking a base (defenders must not park in front of a base) or the path taken by the attacker to get to the base. If a player is blocked twice, the offending defender receives a temporary exclusion.</p>
Elimination	<p>An attacker is eliminated if:</p> <ul style="list-style-type: none"> - He fails to send the ball into the playing area after 3 attempts - A defender swallows (ball caught directly) the ball sent into the playing area by the attacker - He is touched by a defender (ball in hand) before reaching a base. - The ball comes out the back of a defender's chair before it reaches a base. Depending on the level of play, defenders will have to pass the ball under one or more pupils in wheelchairs.

	
<p>Replacements</p>	<p>Substitutions may be made freely, with players entering and leaving the game as they please, provided that the appropriate substitution procedures are followed.</p>
<p>Universal accessibility for a very diverse team</p>	<p>The strategic interest of the game lies in the heterogeneity of the participants, so we can offer even more variations of the activity and the help of a tutor:</p> <ul style="list-style-type: none"> - The able-bodied, standing participant will complete the long circuit. He or she can tutor a pupil. - To help catch the ball, the pupil can intercept it with his knees (with or without a scratch surface). If standing, he can use a scratch racket. - To help throw the ball, it can be made lighter or larger. It can also be thrown directly by hand or with a concave baseball glove or Pasaka glove (for a Basque pelota game). A tutor can also throw the ball, following the force and direction indications of a friend with upper-limb problems. - Adaptations related to the items "Understanding rules, instructions and playing areas" and "Taking breaks to rest" will be offered to all participants, even those without neurodevelopmental disorders (see part 4B). - Participants with impaired visual function will play standing with colored visual cues, sensory cues on the floor and a foam sound ball. When playing as a defender, he or she can place the caught ball on the floor, and a wheelchair user will come over to eliminate the attacker. - The blind pupil will need the help of a pupil tutor who will guide him/her by voice to catch the ball and throw it. The tutor will guide his fellow pupil by the arm to run the shortest circuit safely (see adaptations related to the need "To find one's bearings in space" and "To follow the movements of the ball", part 4B).

	<ul style="list-style-type: none">- A pupil tutor will also help the participant with an intellectual development disorder to choose the right strategy and follow the rules.
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Part 4: Protocols for the medical and special educational needs of all pupils

4-A. From medical needs to a “preventive sports safety protocol”

A “preventive sports safety protocol” is based on medical recommendations (medical certificate) linked to pupils’ disorders. To help teachers, **we have grouped the medical recommendations into 8 needs related to sports practice.**

A proposal for a “Preventive sports safety protocol”:

1. Move around with locomotion adapted to the nature of the activity (type of movement preferred or occasional movement);

2. Limit the risks associated with:

- physical mobilization and friction (pain of all kinds, including headaches, skin fragility),
- shocks (bone fragility, risk of haemorrhage, fragility or loss of medical equipment, loss of wheelchair control),
- sudden or violent movements (joint fragility, balance problems),
- sustained exertion (respiratory problems, blood sugar problems, allergies),
- outdoor activity (sensitivity to cold);
- swimming pool activities (risk of drowning due to lack of strength or coordination, allergies).

3. Facilitating prehension with customizable devices (motor disorders of the upper limbs) ;

4. Enhance sensory perception (visual, auditory, sensitivity and balance disorders);

5. Helping to understand instructions (cognitive difficulties, including attention and memory);

6. Provide additional spatial references (visual-spatial difficulties);

7. Help with task maintenance by allowing breaks, a change of activity or tutoring by a peer (fatigue, attentional difficulties, autism spectrum disorders);

8. Take individual charge of the consequences of a specific contraindication.

Note: All these needs are present in the 3 proposed practices, except those related to the risks associated with outdoor and pool activities.

The reactive sports safety protocol

Rapid, even urgent, medical attention is needed in the event of an accident or illness: injury, anaphylaxis, blood sugar or endocrine problems, heart problems or pain.

Ideally, there should be medical and paramedical staff nearby with the necessary emergency equipment. Failing that, a complete emergency kit and an automatic external defibrillator are needed nearby. With specific training and the necessary authorisations, you can also have a manual mucus aspirator, or even a BAVU (self-filling balloon with one-way valve) insufflator.

A wired telephone in the gymnasium is safer. In all cases, at least two supervisors must be present throughout the activity. They will take it in turns to ensure safety during practice. They will also be able to take turns in the event of an accident, to deal with the emergency and ensure the safety of all the participants.

4-B. From special educational needs to an adaptation protocol for all pupils

4-B-1. To establish the universal accessibility of practices, we need to define the disorders concerned and give them an acronym:

Disability Disorders	/ Description of disorders	Acronym
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Motor disorders	From lack of balance and precision to paralysis of all 4 limbs, swallowing and breathing.	MD
Visual impairment	From sensitivity to light, limitation of visual precision or visual field, to blindness	VI
Hearing impairment	from limited perception (some frequencies) to deafness, with or without hearing aids	HI
Neurodevelopmental disorders	Coordination acquisition disorders Specific language and learning disorders (written language disorders, logical-mathematical disorders) Oral language disorders Attention deficit disorder without (ADD) or with hyperactivity (ADHD) Autism spectrum disorders Intellectual development disorders (mild to severe)	CAD SLLD OLD ADD- ADHD ASD IDD
Other mental disorders	Anxiety, depressive, bipolar, addictive, bipolar, schizophrenic, post-traumatic disorders, etc.	OMD

4-B-2. Protocol for adapting sports activities to all pupils

We now propose a grid that takes these medical needs and develops them into special educational needs.

The table shows that a particular educational need can correspond to several disabilities. The same adaptation can help a variety of pupil profiles.

Note: Each special educational need is matched by an adaptation for sporting activities:

1 "table tennis", 2 "inclusive volleyball" or 3 "inclusive Tèque".

Pupils with ASD have a wide range of needs and can benefit from all the adaptations mentioned.

Special Educational Needs & Disabilities	Adaptations (methods, spaces, equipment)	Sports (1, 2, 3)
Handling objects MD / CAD VI / ASD	Support for holding equipment Straps for holding an object with the hand or chest	1,3
	Concave leather glove , Pasaka or Rebot (Basque pelota game) type, or baseball-type glove to catch the ball more easily.	3
	Larger or lighter equipment depending on difficulty	1, 2, 3
	Using the body rather than an object (hand, torso)	1
	Using the wheelchair rather than the arms to catch	3
	Using the chair rather than the legs to strike	2
	Side bars to prevent the ball escaping from all sides	1
Stabilising in a standing position MD / CAD / VI / ASD / IDD	Hand or hip can be supported on a stand	1
	Standing stabilisation equipment (walkers, canes)	1, 3
	Larger equipment for easier interception	1, 2, 3
	Limiting movement to prevent falls and speed up play	3
Follow the movements of the ball MD / CAD ADD-ADHD ASD IDD	Coloured or larger ball for better visibility	1, 2, 3
	Limited playing area to restrict the range of movement of the ball	1
	Slower play with soft equipment (soft racket, foam ball) to give you time to follow your movements.	1, 2
	Large swiss-ball for easier viewing, slower play and less impact on the legs	1, 2
	Sound ball with a bell to hear the ball coming towards you or go to meet it	1, 2, 3
	Guidance from a pupil tutor to locate the ball	2, 3
Flashing lights to define a space	2	
Finding your bearings in space	Areas marked out with bright, varied colours: - on the ground (coloured Gaffer tape to make lines on the ground)	1, 2, 3 2

CAD ADD-ADHD VI ASD IDD	- vertically (coloured sheets taped with Gaffer tape to the wall or hung on supports to colour one side of the pitch, the goals).	
	Spaces delimited by side bars	1
	Pedometer strips (stuck to the ground with Gaffer tape during the activity) to feel the boundaries of the pitch with your feet	2
	Identify an individual playing area with the help of a pupil tutor to identify the boundaries of the pitch and move around safely on their own	2
	Reducing the playing area or course to get a better idea of it	3
	Guidance by voice or arm from a pupil tutor to help locate the ball and the participants, to help with complex movements and reduce the risk of collisions between participants	1, 2, 3
	Slower play (soft equipment or adapted game rules)	1, 2
Move around with limited motor skills, with a stake or without leg movement MD / IDD	Limiting the play area or route to reduce travel time and motor fatigue	2, 3
	Using a walker, cane or balance bike Playing sitting on a chair Using a manual wheelchair: - standard model with anti-tilt device (to avoid falling backwards) - sports model (to turn faster)	1, 2, 3
Moving around without leg and little arm movement MD / CAD	Moving around in an electric wheelchair: - with a metal bumper in front of the feet as part of the Foot Fauteuil (Strike force chair)	1,2
	- with a protective foam bar for the knees in the event of hitting a large ball or physical contact	1, 2
	- a remote control for the chair adapted to the motor skills of the arms (joysticks and buttons, touch pad)	1, 2, 3
Understanding rules,	Simple, few or fragmented instructions	1, 2, 3
	Mimed instructions, illustrated with pictograms	1, 2, 3
	Instructions with illustrated words in sign language	1, 2, 3

instructions and playing areas CAD / VI / HI SLLD / OLD / ADD-ADHD ASD / IDD / OMD	Instructions explained orally and mimed with the pupil making all the movements and gestures	2, 3
	Areas marked out and identified with bright and varied colours on the ground (Gaffer tape or coloured studs)	2, 3
Benefit from breaks to rest CAD / VI / ADD-ADHD ASD / IDD / OMD	Change of role in the game (refereeing, tutoring) to take a physical, cognitive, sensory or emotional break	1, 2, 3
	Change of activity to a simpler activity for physical or cognitive rest	1, 2, 3
	A rest area on carpets in a corner away from the noise and bustle, for sensory or emotional relaxation.	1, 2, 3






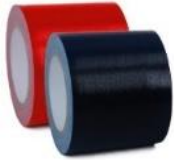
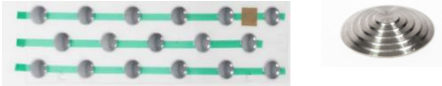
Analysing by special educational needs, not by disability, helps to design a sport that is universally accessible.





4-C. Complementary equipment to facilitate universal accessibility

The aim is to be able to use effective, mobile sensory markers to adapt quickly to activities:

- Visually identify the boundaries of the pitch with a bright colour,
- Visually identify different areas of play with colours to help understand the rules,
- Perceive the boundaries of the pitch with your feet using pedometer strips.

A ideal tool is Gaffer tape, which is easy to apply and remove, and safe (designed for the stage). Gaffer tape can be coloured and used to cover the pedometer strips, securing them in place temporarily.

<p>Coloured Gaffer tape (5 cm wide)</p>					 <p>Orientation aids in strips</p>
<p>Gaffer tape extra large (10 cm wide)</p>				 <p>Orientation aid strips in studs</p>	

	<p>Bell sound balls come in all sizes. For the Tèque, you can cut a slit in a foam ball and slide in little bells enclosed in a plastic mini-box. Alternatively, small foam balls with bells (e.g. Bell foamball) or velvet toy balls are available.</p>
	<p>The PASAKA or REBOT leather glove comes from ancestral Basque sporting practices, played with a pelota. It can be made by gluing a cardboard or plastic cup to a leather glove. Alternatively, a baseball glove can be used. It can be lengthened to make it more effective.</p>
	<p>The swiss-ball doesn't make any sound, but you can manage to slip miniature balls inside. Alternatively, you can create an outer cover and slip a crumpled piece of paper inside and around it, which makes a lot of noise.</p>
	<p>Memory foam sticks/noodles can be used to create bumpers on armchairs to protect the legs.</p>

Best Practice in France #4

Circus Arts

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

1. Adapted circus ; 2. Social participation ; 3. Creativity ; 4. Structured education ; 5. Universal concept of learning.

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.

Special needs pupils profile:

Pupils with neurodevelopmental disorders (NDD), including autism spectrum disorders (ASD).

- Neurodevelopmental disorders are "a group of conditions with onset in the developmental period. The disorders typically manifest early in development, often before the child enters grade school, and are characterized by developmental deficits that produce impairments of personal, social, academic, or occupational functioning" (DSM-5, 2013).
- Autism spectrum disorder is characterised by persistent deficits in the ability to initiate and to sustain reciprocal social interaction and social communication, and by a range of restricted, repetitive, and inflexible patterns of behaviour, interests or activities that are clearly atypical or excessive for the individual's age and sociocultural context (DSM-5, 2013).

Sources:

- American Psychiatric Association, American Psychiatric Association, & DSM-5 Task Force. (2013). *Diagnostic and statistical manual of mental*

disorders: DSM-5. American Psychiatric Publishing.

2. Organization & Reference

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

- Circus disciplines experienced a major upheaval in the 70s. The "new" circus, focused on artistic creation, leaving behind the classic model, also known as traditional, which was more focused on performance (Fagot, 2006). The process of "artification" (Shapiro, 2007; Sizorn, 2014) to which the circus was subjected since the 1970s highlights the transition of these disciplines from a practice centred on performance to **a practice more focused on creation and emotion**. In 1978, when the circus was transferred from the Ministry of Agriculture to the Ministry of Cultural Affairs, it became a cultural issue.
- On the other hand, circus activities that had been built around the equestrian art gradually lost interest in animal training (Fagot, 2006) for animal protection.
- Professional and amateur circus schools began to spring up for the general public, whereas in the past circus techniques were transmitted from generation to generation.
- Finally, in the 90s, the circus arts were introduced into schools and taught by sports teachers.
- Today, **the circus arts remain at the crossroads between artistic and sporting activities**. They can be taught at school or in circus schools for amateurs.

References:

- Fagot, S. (2006). *Le cirque : entre culture du corps et culture du risque*. Paris, l'Harmattan.

- Shapiro, R. (2007). Art et changement social : l'artification. In P. Le Quéau (Ed.), *20 ans de sociologie de l'art : bilan et perspectives*, tome 1 (pp. 129-137). Paris, L'Harmattan.
- Sizorn, M. (2014). *Le cirque à l'épreuve de sa scolarisation. Artification, légitimation... normalisation ?*. Staps, 103, 23-38. <https://doi.org/10.3917/sta.103.0023>
- Zytnecki, J. (2022). Élaboration de deux ateliers cirque favorisant l'inclusion scolaire des enfants avec un TSA. *La nouvelle revue - Éducation et société inclusives*, 93, 215-227. <https://doi.org/10.3917/nresi.093.0215>

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 Co-founder and former chairman of the *Cirquonvolution* association.
Jérémie.zytnecki@inshea.fr

3. Formal/Informal

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

Circus arts can be part of formal or non-formal education. The practice of circus arts can lead to specific diplomas: <https://www.ffec.asso.fr/se-former/devenir-initiateur-aux-arts-du-cirque/>

For circus activities in the broad sense:

- The Circus Arts Initiator's Certificate (TIAC).
- Certificat d'aptitude aux fonctions d'animateur (BAFA), options "Arts du Cirque", "arts du spectacle", etc.
- The Brevet Professionnel de la Jeunesse, de l'Éducation Populaire et du Sport (BPJEPS), "Circus Activities" option.
- Diplôme d'État de professeur de cirque (DE).

For adapted circus activities:

- Brevet d'Initiateur Spécialisé en Arts du Cirque (BISAC).

- Certificate in social circus:

[https://www.lepluspetitcirquedumonde.fr/ecole-et-
formations/formations/certificat-en-cirque-social](https://www.lepluspetitcirquedumonde.fr/ecole-et-formations/formations/certificat-en-cirque-social)

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.

There are several families of disciplines in the circus arts: **acrobatics** (often considered to be the main discipline), **aerials**, **juggling**, **balancing**, **clowning** and **prestidigitation**.

The sessions are always structured the same way in 5 stages:

1. An explicit presentation of the stages of the workshop and the objectives to be achieved. This is a particularly important time to facilitate the transitions in the workshop and avoid any anxiety that might be linked to unpredictable events. Ideally, this stage is accompanied by images representing the moments of the workshop.

2. Object discovery. This is a stage where different objects from different disciplines are shown. The aim is to enable the pupils to name these objects, find them in the space and show how they are used. Of course, the practice can also be creative. The aim of this stage is to enable pupils to make their own circus objects.

3. Warm-up and relationship games. During this stage, the warm-up is done in a ritualised way (from head to toe). Pupils can use their memory to recall the exercises that will follow. Relational games are games based on juggling disciplines. E.g. 1: Throw a ball to each other and say the first name of the person to whom you are throwing the ball. E.g. 2: We use juggling scarves to imitate others or divert them from their original purpose (e.g.: a scarf can become a napkin used by a waiter in a restaurant, etc.). E.g. 3: In a circle, pass a spinning plate from hand to hand without dropping it.

4. Choosing and practising the discipline. Pupils are encouraged to practise a circus discipline involving juggling, balancing, acrobatics, aerial acrobatics

(if the hall is equipped with this facility), etc. Depending on the number of activity leaders, choices may be greater or lesser. It is also possible to offer pupils a route or to rotate every 5 minutes; for example, that they can try out all the workshops.

5. Assessment. Pupils are invited to express what they felt during the activity, and what they achieved. This stage encourages reflexivity and metacognition.

While these 5 stages are the basic model for these workshops, they must remain flexible and open; leaders must be open to new arrangements depending on the group of pupils.

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.

Adaptations:

- These workshops are based on the principle of educational methods developed for people with autism spectrum disorders, in particular structured education, more commonly known as the TEACCH method (Treatment and Education of Autistic and related Communication Handicapped Children). Structured education involves structuring time and space to make it easier for pupils to get information. It involves freeing up the space from instruments that are unnecessary for the exercise, allowing pupils to see the whole gym, and adding visual cues such as pictures, arrows or colours.
- A timetable with images of the activity is also provided and can be seen throughout the activity, to anticipate any anxiety linked to transitions.
- What is essential in each workshop is that pupils are able to discover and practise different circus disciplines; to practise disciplines that allow them to explore multiple motor sensations (vestibular,

proprioceptive, etc.); and finally that they are able to take part in collective workshops based around the circus arts, so that they can experience a moment of participation in social life.

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.

This workshop was designed and produced by the *Cirquonvolution* association from 2011 onwards, particularly in the context of institutions, but the "adapted" or "specialised" circus (Lantz, 2017) exists since the 1990s (*Ibid.*). Since then, it has spread to many French circus schools, but rarely in a truly inclusive way. Institutions travel often during the day to practice circus arts.

References:

- Lantz, E. (2017). Monde du cirque et monde médico-social: connivences et ambivalences. *Sciences sociales et sport*, 10, 113-140.
<https://doi.org/10.3917/rsss.010.0113>
<https://www.ffec.asso.fr/pratiquer-les-arts-du-cirque/cirque-adapte/>

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.

- The 2005 law on equal rights and opportunities, participation and citizenship for people with disabilities strengthened accessibility and inclusion for people with disabilities. In particular, it introduced new measures such as the Disability Compensation Scheme (Prestation de Compensation du Handicap), which covers the costs associated with disability, as well as the obligation to provide access and education.

<https://www.legifrance.gouv.fr/loda/id/JORFTEXT000000809647>

- Recommendation from the French National Authority for Health for working with people with autism spectrum disorders and ensuring greater safety. https://www.has-sante.fr/upload/docs/application/pdf/2018-02/trouble_du_spectre_de_lautisme_de_lenfant_et_ladolescent_recommandations.pdf
- Vademecum: Certification complémentaire arts du cirque. <https://eduscol.education.fr/document/45343/download>
- Circular n° 2017-003 du 10-5-2017: Developing an ambitious policy for artistic and cultural education, at all stages of children's and teenagers' lives. <https://www.education.gouv.fr/bo/17/Hebdo24/MCCB1712769C.htm>
- Circular of 16-3-2022: Creation of a circus arts option in the arts sector. <https://www.education.gouv.fr/bo/22/Hebdo15/MENH2208254C.htm>
- Fédération Française des Écoles de Cirque (FFEC): <https://www.ffec.asso.fr/>
- All texts relating to the collective reception of minors: <https://www.jeunes.gouv.fr/organisateurs-ce-qu-il-faut-savoir-sur-les-accueils-collectifs-de-mineurs-217>

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.

Circus activities can be practised in circus schools, but also in schools and specialised institutions. There are different levels of supervision, both human and material.

Human supervision:

- In specialised institutions, educators are trained to support students with difficulties and can help the circus teachers during the workshop.
- In circus schools, it depends on whether the workshop is inclusive or not. If it is inclusive, it does not really require any additional adaptation, apart from the circus teacher's knowledge of the specific characteristics of the pupil with an ASD. In this case, it is absolutely essential to listen carefully to what parents have to say. If the workshop is not inclusive, pupils are generally accompanied by specialised educators with other pupils from the institution. These classes generally take place in the afternoon at the circus school. Adaptations are then made according to the special needs of the pupils.
- In schools, sports teachers may be alone or accompanied by an "Accompagnant des Élèves en Situation de Handicap" (AESH), a professional who supports pupils with disabilities in schools.

Equipment:

- The courses offered in specialised institutions generally do not allow the full range of circus activities to be explored. The classrooms are not always suitable or equipped, which involves a real preparation in advance if the instructor wants to structure the place and the space where the activity takes place. The instructor must also prepare the equipment he or she intends to bring with him or her and the equipment he or she wishes to leave between sessions.
- The courses offered at a circus school make it easier to prepare the instructors who are already on site, such as all the protections, nets, mats (hard or soft, etc.), etc.
- In schools, the differences are particularly significant, it depends on whether or not the school has chosen to invest in specific equipment.

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.

- Use of time and space structuring.
- Use of images to facilitate communication and the expression of choices (choice boards with several images) with non-verbal pupils, to clarify instructions, but also to help pupils take ownership the different circus disciplines.
- The images help them to visualise the exercises and associate the images with the words.
- Other images which shows people in action in different disciplines are also used, as well as demonstrations by the instructors.

These different arrangements, which contribute to the inclusion of pupils with autism spectrum disorders at school, benefit to all young people, according to the Universal Design for Learning. What can be useful for pupils with autism spectrum disorders can also be useful for other pupils.

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.

Circus instructors have little contact with parents. However, they work very closely with specialised educators, psychomotor therapists and teachers. Educators ensure the safety of the pupils during the exchanges, but also during the circus activities. They can also practice in order to better understand the different sensations provided by the circus disciplines.

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.

ASSESSMENT:

- Integration into the group and social participation.
- Recognition of objects and their use from one session to another.
- Creativity based on the objects used.
- Agree to try new disciplines where sensory experiences are not necessarily usual.
- Progress in the disciplines: learning the techniques of juggling, balancing, acrobatics, etc.

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.

- Adapt to each pupil.
- Suggest exercises without imposing them.
- Use multimodality to help pupils understand the instructions: visual (pictures, showing the exercise to pupils, pointing, etc.),

auditory, facilitate tactile exploration of the different objects used during the circus workshops (juggling equipment, balancing equipment, bouncing equipment such as the trampoline, etc.).

- Explain transitions verbally or by showing images to avoid transitions that are too abrupt.
- Adapt language: more concise, sometimes slower.
- Structure space and time.
- During inclusive activities, explain to all the pupils the use of pictures, timetables and all the objects used.



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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

National Inclusive Sports Insights and Best Practices Report of Greece

University of Macedonia

No. 101089892 – IDI4Sport – ERASMUS-SPORT-2022-SCP



Work Package 2 – Resources and modelling

D2.1 Reports on national resources

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Author(s)	Marianthi Karatsiori, Panagiotis Varsamis
Contributor(s)	Camille Mallez, Elsa Dominguez de la Torre
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Methodology

A methodology was employed to identify and document exemplary inclusive practices in sports in Greece. The process began by accessing various websites between March and April 2023. The web search utilized keywords such as "good practice" or "best practice", sport, physical activity, physical education, inclusion, mainstream, children or youth or youngsters, and encompassed both Greek and English language sources. Subsequently, the search results were filtered to focus on practices applicable in the post-COVID era, with the advanced search option set to include results from 2022 onwards. Out of the 16 initially obtained results, most were mere suggestions, while only four provided comprehensive details on good practices (N=4). Since this number was small, central sport agencies, such as confederations, Special Olympics were approached etc. To gain further insight, all these sources were contacted, and efforts were made to receive documentations. Ultimately, eight (N=8) individuals responded to our inquiries, and five (N=5) of them managed to submit their practices within the given timeframe. Prior to utilizing their practices within the framework of IDI4Sport, explicit consent was obtained from the participants, who also agreed to provide additional explanations and necessary modifications to their submissions.

General information about inclusion in sports in Greece

1. Youngsters (10 to 20 age old) with disabilities participating in sports.

Please state resources, data, figures (percentages of youngsters with disabilities participating in sports) with a brief overview of the data, and sources/references for that. Try to limit it to quantifiable data of participation of youngsters with disability in sport, if not possible refer to wider sources of information.

- a. Academia (evidence-based in peer review journals)*
- b. Grey literature (Theses, blogs, national reports)*

To gather comprehensive information on the current status of youngsters with disabilities participating in sports in Greece, an extensive research effort was undertaken. The research methodology involved accessing various sources, including Google, Google Scholar, the Library of the University of Macedonia, Greece's National Archive of Doctoral Dissertations, ResearchGate, the Hellenic Statistical Authority, Eurostat, Eurobarometer, and <https://www.statista.com/>. Multiple search iterations were conducted during March and April 2023, using specific keywords such as total number, percent, youngsters, youth, students, athletes, with disabilities, participation, sports, physical activity, physical education, Greece, Hellas, report, and descriptive statistics.

Regarding point (a), the search on Academia yielded published papers that predominantly focused on small sample sizes. A total of three research papers were identified (Karkaletsi et al., 2021; Maditinos et al., 2020; Fiorilli et al., 2021), along with three review papers (Martin Ginis et al., 2021; Tcymbal et al., 2022; Tcymbal et al., 2022).

Brief summary on the results of the journal papers.

Results suggest that engaging in sport activities –along with overcoming structural, organizational (event-related) and societal barriers– can serve as important factors against stress related COVID-induced restrictions, especially for emerging adults. Even with less than 150 min of physical activity per week, people can experience the multiple benefits of sports. Also, inclusive/mainstream programs (e.g., Special Olympics’ Unified Program) carried out among youngsters with and without disabilities are promising tools for common sports participation. Moreover, papers report improvements in policy making.

As to the point (b), Grey literature, some sources reported relevant data: *Disability statistics introduced - Statistics explained* (n.d.), *Exercise in Europe: Which countries are the most and least active?* (2023), *Health-enhancing physical activity statistics - Statistics explained* (n.d.), *Special Olympics and the Stavros Niarchos Foundation (SNF) announce global campaign for inclusion* (2021) and *UNICEF Greece country office* (n.d.).

Brief summary on the results of grey literature.

The selected sources review the state of physical education in schools, the physical activity rates of the population and the newest policies. One of the hits revealed a mainstream program for youngsters with and without intellectual disabilities (*Special Olympics and the Stavros Niarchos Foundation*, 2021). As to the main research question, Greece’s citizens exhibit relatively high rates of insufficient physical activity across the results. This is true for youngsters too. However, whole country reports for youngsters with disabilities (10 to 20 years old) participating in sports in Greece do not exist.

Analyses for providing the requested data.

Despite conducting searches related to both Academic papers and grey literature, there was a lack of available data regarding the percentage of young individuals with disabilities participating in sports in Greece. This scarcity persisted even when consulting official reports from reputable organizations such as the World Health Organization (Physical activity, 2022), UNESCO (Promoting quality physical education policy, 2022), the European Union (Eurydice, n.d.), and national agencies. It is worth noting that in some fact sheets specifically referring to Greece, individuals with disabilities were not considered as a specific target group. None of these sources directly provided the desired information for this section. Consequently, in order to present some statistics on the participation of young individuals with disabilities in sports, we resorted to manual estimations by combining data from recent sources including the Directorate-General for Education, Youth, Sport, Culture (n.d.), the Greece physical activity factsheet 2021 (n.d.), and the Press Release (2022).

Two analyses were conducted to examine the participation of children and youth in extracurricular physical activities in Greece. The first analysis utilized the EU factsheet on physical activity in Greece (Greece physical activity factsheet 2021), focusing on the age range of 11-15. This data was then combined with the number of children and youth enrolled in Greek schools, as provided in the Press Release (2022). The findings indicate that approximately 10.7% (1,329 out of 12,422) of youngsters with Special Education Needs (SEN) and/or Disabilities are estimated to engage in some form of extracurricular physical activity (Figure 1). This estimation is based on the understanding that the Physical Education curriculum offered in schools, which consists of two teaching hours per week (90 minutes in total), falls short of meeting the recommended levels of physical activity for children and youth as outlined by the World Health Organization (WHO, 2020). According to WHO, children and youth should engage in at least one

hour (60 minutes) of physical activity per day. It is important to note that this estimation is indicative and may not encompass all relevant factors, as there is limited available information on this specific issue.

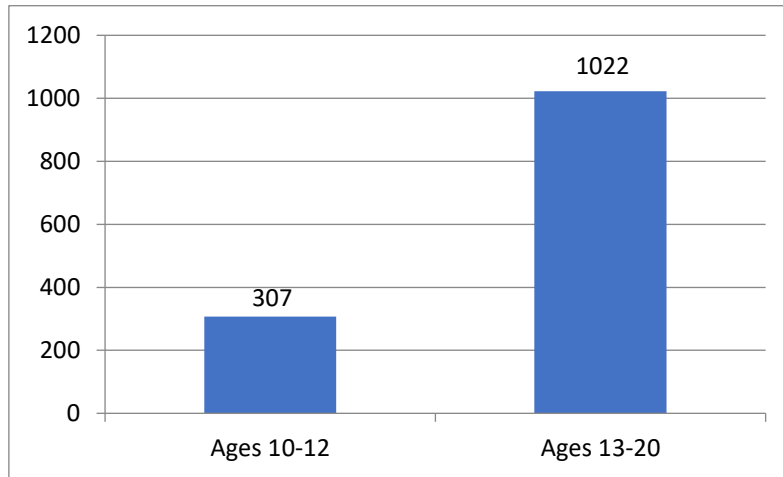


Figure 1. Youngsters with disabilities participating in sport

In the second analysis, utilizing the Special Eurobarometer survey (Directorate-General for Education, Youth, Sport, Culture, n.d.), the study focused on individuals aged 15-24. The study specifically accounted for variations in gender and disability among young students in Greece, using data obtained from the EU. The findings indicate that approximately 34.6% (4,294 out of 7,298) of secondary education students with Special Education Needs (SEN) and/or Disabilities are estimated to participate in some form of extracurricular physical activity outside of their school’s official curriculum (Figure 2).

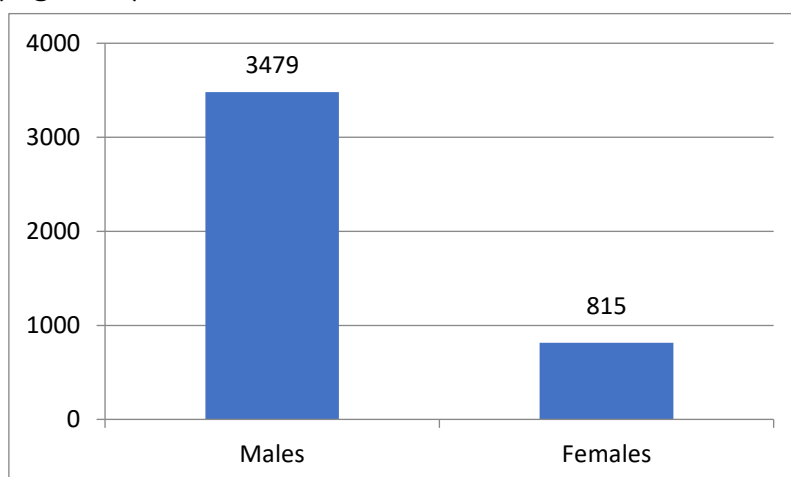


Figure 2. Youngsters with disabilities participating in sport

Note. The relatively low percentages of participation in physical activity among youngsters with disabilities align with the overall statistics for physical activity in the entire country (e.g., refer to Health-enhancing physical activity statistics - Statistics explained, n.d.). In Greece, according to legislation, some students in secondary special education can remain in school until the age of 22. However, data regarding the participation of students with SEN in sports activities beyond secondary education could not be found.

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2. Legal frameworks on inclusion of people with disabilities (in sports activities).

Please present the legal framework with a brief, explicit overview of your country for inclusion of people with disabilities (primary laws, dates they were issued)

To begin with, participation in sport is being viewed in Greece (the Hellenic Republic) as a constitutionally recognised fundamental right (Margaritis, 2015). The Law 2725/1999, which is briefly called the 'Sports law', was first issued in 1999 and has been revised many times till today (Law 2725/1999). This law provides the whole framework for organized sport, concerning all citizens, with and without disabilities.

While narrowing the focus to the people with disabilities, we can observe that Greece signed the U.N. convention on the rights of persons with disabilities (CRPD, see Weston, 2017), where Article 30 refers to their right to sport. At the national level, Greece regularly approves the Organizational Framework for Sports Programs and Events for All (General Secretariat of Sports). This framework is based on laws, encyclicals/circulars and provisions (e.g., Gazette of Government of Hellenic Republic, 2020). This legislation provides the context for sport programs for all, including people with disabilities, chronic illnesses, socially disadvantaged groups etc.

Pivoting into the educational sector, which is governed by a sub-system of Greece's laws, a more targeted legal framework displays: It is actually a conglomerate of curricula, study programs, regulations and amendments. According to the national Institute of Educational Policy (n.d.), Physical Education in high schools is defined as "lifelong exercise for health and quality of life" (Institute of Educational Policy, 2022). This whole legislation is guided by the Ministry of Education and Religious Affairs (n.d.) and the

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3. National strategy/ies on inclusion of people with disabilities in sports activities.

Please present the national strategy/ies of your country for integrating people with disabilities in sports (if this is linked to a legislature, please mention it).

United Nations' (2023) Sustainable Development Goals are accepted from Greece (Hellenic Statistical Authority, 2023; Sustainable Development Reports, 2022), where Goal 10 is linked to inequalities, thus, to disability too. Greece complies with EU's Strategy for the Rights of Persons with Disabilities 2021-2030 (European Commission, 2021), which calls for improving access and non-discrimination in sport by pursuing cooperation with mainstream and disability-specific sports organisations at all levels. This strategy is echoed in several official documents of the Hellenic Republic. The National Strategy for Social Inclusion and Poverty Reduction (Ministry of Labour and Social Security, 2022) highlights the accessibility to sport, while the National Action Plan for the Rights of People with

Disabilities (The Prime Minister, 2020) describes specific actions such as sport programs, which focus on the inclusive and social equality functions of sport (see also European Committee of the Regions, n.d.; Next Generation EU, n.d.).

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4. Skilled and Knowledgeable Staff.

Please mention if there is a provision by your country to train/educate coaches, teachers, physical educators about the unique challenges that students with disabilities face in sports. If there is one, please mention the provider, its duration, its main focus, the absolute numbers and percentages of people having undergone a training etc.

As to the coaches/trainers, the Law 2725/1999, so called the 'Sports law' (Law 2725/1999), and its amendments, provide the whole legal framework for both their basic qualifications and their continuous vocational training. It includes: a) Training programs, which are held on a regular time basis by each national confederation, e.g., by the Hellenic Sports Federation for Persons with Disabilities (2023), and b) Seminars, which are held periodically

by several organizations and entities, e.g., postsecondary educational institutes, sport clubs and other stakeholders (e.g., ENI CBC Med, 2021). Of course, coaches/trainers who own a bachelor degree in Physical Education and Sport can apply for postgraduate studies (Master Degree) in Adapted Physical Education and Sport at any of the national or international related universities.

Physical Education Teachers working at schools, usually follow a rather different track of lifelong learning and/or continuous vocational training. Regular training programs and seminars are offered by a) the Ministry of Education and Religious Affairs and b) Continuing Education and Lifelong Learning Centers (CE-LLCs) that are organizations within universities. Whereas for point (a) topics target at curricula, new teaching methods and implementing modern technologies, topics around point (b) are much wider, e.g., supporting specific disabilities.

Note. For an extensive report on Greece the reader can check the project Skills4Sports, which provides both national and regional views (ENI CBC Med, 2021).

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5. Sport events (permanent/regular events: European and national scale) where people with disabilities are encouraged to participate (i.e., marathons).

Please refer the organizer, the frequency of the event, the number of people with disabilities that participate.

Sport events where people with disabilities may participate are numerous. They are held both by bigger (e.g., National Sport Federation of People with Disabilities) and smaller organizations (e.g., counties/cities, local school authorities, sport clubs). For example, the National Sport Federation of People with Disabilities proceeds each year to the official announcement of the regular championships for each sport. Apart from regular sport events, there are many special inclusive sport events held on specific occasions like the International day of persons with disabilities (e.g., marathons).

What would you recommend to your country?

First and foremost, the implementation of more comprehensive national statistical data concerning the number and other characteristics of people with disabilities participating in sports is recommended. The formulation of a national policy framework (alongside a corresponding platform) to facilitate the collection and establishment of exemplary methodologies is also recommended. Thirdly, the utilization of a visual representation such as a mind map focused on sporting events for individuals with disabilities could effectively portray the overall landscape of sports and physical activities at the national level. To accomplish this, the adoption of a pertinent classification system, potentially extending beyond national boundaries, becomes imperative. Additionally, the development of a system that classifies exemplary methodologies into thematic categories would prove valuable. Drawing inspiration from the World Health Organization's International Classification of Health Interventions (ICHI), a foundation can be laid for constructing a classification system specifically tailored for exemplary practices. This is feasible because the ICHI provides a comprehensive set of codes for categorizing actions that promote health, target variables, utilized means, and interventions, encompassing lifestyle-related behaviors. Notably, it encompasses codes for enhancing the environment in terms of policies, attitudes, relationships, services, products, and assistive technology.

Useful links to the ICHI:

https://en.wikipedia.org/wiki/International_Classification_of_Health_Interventions

<https://www.who.int/standards/classifications/international-classification-of-health-interventions>

Best Practice in Greece #1:

Key words.

Goalball, Visual disability, inclusive sport practices for students with visual impairments in mainstream schools.

1. Type of Disability

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

Visual Impairments (VI).

2. Organization & Reference

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

Aristotelio College of Thessaloniki, Address: Vissarionos 16, Pylaia, Thessaloniki. Email: gymnasio@aristotelio.edu.gr, Website: www.aristotelio.edu.gr, Teachers: Eftyxia Vogiatzi, Anna Zourna, Mary Papachristou.

3. Formal/Informal

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

Formal Education, Junior High school, Students of 12-14 years of age.

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.

Goalball is a sport specifically designed sport for athletes with visual impairments. According to the World Health Organization (WHO), visual impairment refers to "a reduction in vision that cannot be corrected by glasses or contact lenses and reduces a person's ability to perform everyday activities." In Greece, visual impairment is defined in Law 3699/2008 as a disability that affects the ability to perceive and interpret visual information and includes total blindness, low vision, and colour vision deficiency. Practicing Goalball is focused on providing opportunities for individuals with visual impairments to engage in physical activity and sports, promoting inclusion, and enhancing their physical and mental well-being. The present practice involved introducing the sport of Goalball to non-disabled high school students as a way to increase their understanding of visual impairments. Goalball is a Paralympic sport designed specifically for athletes with visual impairments, and involves two teams of three players each attempting to score goals by throwing a ball with bells inside across the opposing team's goal line. The practice was implemented in a high school setting, with teachers working with non-disabled students to introduce the sport and educate them about visual impairments. The teachers began by explaining the rules and regulations of the sport, and demonstrating the proper techniques for throwing and defending. They also provided information on the different types of visual impairments and how they can affect individuals. The non-disabled students were then given the opportunity to play Goalball themselves, with the teachers providing guidance and support as needed. By participating in the sport, the non-disabled students were able to experience firsthand some of the challenges

and obstacles that individuals with visual impairments may face in their daily lives. This helped to increase their empathy and understanding towards individuals with visual impairments. Overall, Goalball is a unique and challenging sport that requires teamwork, communication, and spatial awareness. It provides a valuable opportunity for athletes with visual impairments to compete on an equal playing field and showcase their skills on an international stage.

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.

As we don't have blind students in our school we used blindfolds for every player to simulate complete visual impairment. Further related information:

- **Court dimensions:** The court is 18 meters long and 9 meters wide, with a goal area at each end that measures 9 meters wide and 1.3 meters deep.
- **Equipment:** The ball used in Goalball is made of rubber and has bells inside it to allow players to track its movement. Players wear eyeshades to ensure that everyone competes on an equal playing field.
- **Teams:** Each team consists of three players, with three substitutes.
- **Duration:** A game consists of two 12-minute halves with a 3-minute break in between.
- **Scoring:** A goal is scored when the ball completely crosses the opponent's goal line.
- **Penalties:** Players can be penalized for certain actions, such as high ball contact or delaying the game. Penalties result in a free throw for the opposing team.

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.

Teachers, students, parents. Dissemination within our school. As to the core of the practice: Goalball is a sport that involves many organizations and people at different levels, including players, coaches, referees, and administrators. During this specific practice the students of the school played the most significant of these roles (see paragraph 9).

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.

In Greece, there are national guidelines and legal frameworks that are relevant to the inclusion of individuals with disabilities in sports and physical activities, including Goalball.

Here are some examples:

1. The Greek Constitution: The Greek Constitution prohibits discrimination on the basis of disability and affirms the right of individuals with disabilities to participate fully in social, economic, and cultural life.
2. The Law on Sports: This law sets out the framework for sports in Greece and includes provisions for the promotion of sports among individuals with disabilities. It requires the government to develop policies and programs to support the participation of individuals with disabilities in sports and physical activities.

3. **The National Plan for Sport:** This policy document sets out the government's priorities and strategies for promoting sports in Greece. It includes specific measures to promote the participation of individuals with disabilities in sports and physical activities, including the development of infrastructure and the provision of training and support for coaches and athletes.
4. **The Greek Disability Discrimination Act:** This law prohibits discrimination on the basis of disability in various areas of life, including sports and physical activities. It requires schools and other institutions to provide reasonable accommodations to individuals with disabilities to ensure their full participation.
5. **The Greek Ministry of Sports and Culture:** The Ministry of Sports and Culture is responsible for implementing national policies and programs related to sports and physical activities, including those aimed at promoting the participation of individuals with disabilities.

Teachers and coaches working with individuals with disabilities in Greece should be aware of these national guidelines and legal frameworks and ensure that they are providing inclusive and accessible opportunities for their students. They may also seek guidance and support from relevant organizations and experts in the field of disability sports to ensure that they are meeting their legal-driven responsibilities towards their students.

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.

Some implications for teachers/practitioners implementing the practice of using Goalball to teach about visual impairments could include:

1. **Safety considerations:** Teachers should ensure that the playing environment is safe for all participants, including those with visual impairments. This may involve making adaptations to the playing space or providing additional supervision.
2. **Equipment needed:** Goalball requires specific equipment, such as a ball with bells inside and eye shades to simulate visual impairments. Teachers should ensure that they have access to this equipment and that it is in good condition.
3. **Support needed:** Students with visual impairments may require additional support or accommodations to fully participate in the activity. Teachers should be aware of the needs of these students and be prepared to provide appropriate support, such as guiding them during the game or providing audio instructions.
4. **Focal points of the types of disabilities included:** Teachers should focus on teaching their students about the specific types of visual impairments that can occur and how they impact a person's life. This can help to increase understanding and empathy among students.
5. **Participation in sports:** This practice can help students with visual impairments to feel included in sports activities and can also help to promote teamwork and cooperation among all students.

Overall, implementing the practice of using Goalball to teach about visual impairments can help to promote inclusion and understanding among students, while also providing a fun and engaging way to learn.

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.

Several innovative resources, materials, and methods were used to create an inclusive and accessible environment. Some of the strategies used include:

1. **Modified Rules:** The rules of Goalball were modified to accommodate students with visual impairments. For example, the ball was made audible by placing bells inside the ball, and the court was marked with tactile lines to help players locate themselves and the ball.
2. **Specialized Equipment:** Students were provided with specialized equipment such as blindfolds and protective gear to ensure their safety during the game. Additionally, specialized balls with bells inside were used to ensure that the game was fully accessible to all students.
3. **Assistive Technology:** The use of assistive technology such as screen readers and magnifiers was encouraged during the lessons to help students better understand the experience of those with visual impairments.
4. **Peer Support:** Non-disabled students were encouraged to provide social and emotional support to students with visual impairments by offering to guide them around the school or assist them during the Goalball games.

5. Adapted Teaching Strategies: Teachers were trained to use adapted teaching strategies that would cater to the needs of students with visual impairments, such as verbal descriptions and demonstrations of the game.

Overall, the program prioritized creating an inclusive and accessible environment by adapting the sport of Goalball to meet the needs of students with visual impairments. By providing specialized equipment, using assistive technology, and encouraging peer support, the program was able to create a safe and welcoming environment for all students to learn and participate in sports.

During this specific practice the students of the school played the most significant roles:

1. Introduction: One teacher was responsible to introduce the game to the students and to have a conversation with all the students involved about visual impaired people. He was also responsible to assign the students with the roles of: coach, referee, player, volunteer, or journalist.
2. Coaching: 2 students were the coaches of the two teams. Coaches play a critical role in developing players' skills and strategies, as well as providing guidance and support during training and competitions. One teachers supervised and helped the coaches.
3. Referees: 3 students were the referees of the game. Referees ensure that games are played according to the rules of the sport and make decisions on penalties and other matters during games. A teacher was supervising them and helped them if it was needed.
4. Players: Goalball players were 12 students of 13-14 years of age that were blindfolded.

5. Volunteers: there were 10 students that acted like volunteers, either to help the blindfolded kids (each volunteer was responsible for 2 players, and 4 were responsible for organizing the field, the chairs etc)
6. Journalists: 2 students were taking pictures to write an article at the school's newsletter.

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.

Strategies for collaborating with other educators, parents, and students can include:

1. Communication with the school administration to ensure that the necessary facilities and equipment are available for the practice.
2. Encouraging students to bring their parents or guardians to observe and participate in the practice to help them understand and appreciate the abilities and needs of their peers with visual impairments.
3. Collaboration with special education teachers and professionals to ensure that appropriate adaptations are made to the game to meet the needs of students with visual impairments.
4. Encouraging peer support and interaction by pairing students with and without visual impairments together to work on skills and play the game.
5. Providing ongoing communication and updates to parents and guardians about their child's progress in the practice, including any adaptations or accommodations made to meet their needs.
6. Involving the larger school community in the practice, such as hosting an exhibition match or tournament, to promote awareness and appreciation for students 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.

In the context of the Goalball project, here are some evaluation and reflection methods that teachers can use:

1. Pre- and post-assessments: Teachers can conduct pre- and post-assessments of students' Goalball skills, understanding of the rules, and physical fitness to evaluate whether the basic goals of the program have been met.
2. Self-reflection: Teachers can reflect on their teaching practices and the effectiveness of their accommodations and modifications for students with disabilities. They can also seek feedback from students, parents, and other stakeholders to evaluate the impact of the program on students.
3. Feedback from students: Teachers can gather feedback from students with and without disabilities to evaluate their experiences in the program. They can use surveys, focus groups, or interviews to gather feedback and make adjustments accordingly.
4. Positive reinforcement: Teachers can provide positive feedback and reinforcement to students to encourage and motivate them to continue participating in Goalball. This can include recognizing individual achievements, providing verbal praise, and offering tangible rewards.
5. Documentation and follow-up: Teachers can keep detailed records of the program, including participation rates, types of disabilities included, and any modifications or accommodations made. Follow-up evaluations can be conducted to assess the long-term impact of the program on students.

Positive feedback and reinforcement can be given to students with and without disabilities by recognizing their achievements, such as scoring goals, exhibiting good sportsmanship, and showing improvement in their skills. Teachers can also provide verbal praise, such as congratulating students after a successful game or practice, and offer tangible rewards, such as certificates or medals for participation and achievements. These positive feedback and reinforcement strategies can help motivate and encourage students to continue participating in Goalball and other sports.

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.

Some practical tips for teachers of sports for implementing the proposed good practice of integrating Goalball for students with disabilities:

1. Educate yourself: Take courses, attend seminars, or seek guidance from experts to gain knowledge and skills on teaching Goalball to students with disabilities.
2. Create an inclusive environment: Ensure that the environment is accessible and free from architectural barriers that may hinder the

participation of students with disabilities. This includes providing adapted equipment and assistive devices as needed.

3. **Individualize adaptations:** Develop adaptations to the game that meet the unique needs of each student with a disability. This may include modifying rules, equipment, or playing areas.
4. **Foster social and emotional support:** Encourage social interaction and peer support among students, including those with and without disabilities. This can be achieved by assigning students to work in pairs or small groups, and promoting teamwork and collaboration.
5. **Provide positive reinforcement:** Recognize and reward students' achievements, skills, and efforts to motivate them to continue participating in Goalball and to develop their skills and abilities.
6. **Collaborate with parents and other professionals:** Work closely with parents, physical therapists, and other professionals to ensure that the needs of students with disabilities are met.
7. **Use appropriate language:** Use person-first language to show respect and focus on the individual rather than their disability.
8. **Train peers and staff:** Train peers and other staff members to support students with disabilities during practice and games.
9. **Involve students in planning:** Involve students in the planning and evaluation process to ensure their needs and preferences are considered.
10. **Seek feedback:** Gather feedback from students, parents, and other stakeholders to evaluate the effectiveness of the program and make necessary adjustments.
11. **Monitor progress:** Monitor students' progress regularly and adjust the program as needed to meet their changing needs.
12. **Provide safety considerations:** Ensure safety during the practices and games, and provide necessary safety equipment.
13. **Promote inclusion:** Use Goalball as an opportunity to promote inclusion and break down barriers between students with and without disabilities.
14. **Make your own GoalBall with plastic bags:** In case there is not an actual Goalball, physical educators/teachers can take any ball that

exists in schools and place it inside 1 or 2 plastic bags. In this way, the ball will produce the necessary noise needed for students with visual impairments.

Best Practice in Greece #2

Key words.

Inclusive short distance running and long jump, Attention-deficit/hyperactivity disorder, athletics

1. Type of Disability

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

Attention-deficit/hyperactivity disorder (ADHD).

2. Organization & Reference

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

1st E.E.E.E.K. (Workshop for Special Vocational Education & Training) of Aridaia, Tel: +302384022215, Email: eeeekaridaias@sch.gr, Address: Pavlou Mela 26, 58400, Aridaia, Greece, Sites:

<https://www.facebook.com/eeeekaridaias>,

<https://blogs.sch.gr/eeeekaridaias/author/eeeekaridaias>

Contact person: Spyros Vrakas, spvrakas@yahoo.gr. As to the sports club involved: Filathlitikos Omilos Aridaias (Sports Club of Aridaia), Address: Megalou Alexandrou 1, Aridaia, Greece, Site: foaridaias.blogspot.com

3. Formal/Informal

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

Both formal and informal settings

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.

As to what, how and the context, the present practice refers to the realm of athletics (track and field sports). Actually, it focuses on short distance running and long jumping. These two disciplines offer the opportunity, not only for inclusion, but also for mainstream sport as well, especially for young people who have non-motor difficulties/disabilities. Thus, the aim of including these persons in training and competition is to facilitate physical activity/fitness and social participation. This has many benefits, e.g., it makes tolerance and acceptance possible. More concretely, the present practice is about a case study of a special school, which enables students to take part in athletics. To this end, the school's Physical Education Teacher worked tightly with the local sports club for non-disabled athletes. Based on their cognitive functions (restricted on not), students can then participate to competitions with non-disabled athletes or opt for competition within the Special Olympics framework. To initiate the participation, a strengths-based approach was followed, accompanied by motivational support of the students and their families. Certainly, to keep these project viable, training sessions had to be adapted. Most importantly, the coaching style became more autonomy supportive (offering options, recognizing abilities meeting needs etc.). As to the above mentioned disciplines, the training load was tailored to each person's abilities; Drills were modified to allow optimal technique development for each person.

Competition regulations per se weren't changed, as they are defined by each completion event (National events, Special Olympics, School games etc.).

The basic rules of Short Distance Running and long jump are presented:

Short Distance Running (e.g., 100 meters, 200 meters):

1. **Starting Position:** Runners must start from a stationary position with their feet in contact with the starting blocks or the ground.
2. **False Starts:** Athletes are allowed one false start. Any subsequent false starts can result in disqualification.
3. **Lanes:** Runners must stay in their assigned lanes throughout the race. Stepping on or over the lane boundaries may lead to disqualification.
4. **Finishing:** The first athlete to cross the finish line with their torso (not limbs) is declared the winner.
5. **Timing:** Races are timed using electronic timing systems to determine accurate results.
6. **Fouls:** Certain actions, such as obstructing other runners or interfering with their progress, may lead to disqualification or penalties.

Long Jump:

1. **Approach Run:** Athletes have a designated distance from which they start their run-up, building momentum before the jump.
2. **Takeoff Board:** Jumpers must take off behind a designated takeoff board, and at least one foot must make contact with the ground from behind the board during takeoff.
3. **Flight Phase:** During the jump, athletes aim to achieve the maximum distance by extending their body forward and upward while maintaining a horizontal position.
4. **Landing:** Athletes must land on their feet and maintain control without falling or stepping beyond the designated landing area.
5. **Measurement:** The distance is measured from the takeoff board to the mark made in the sand by the athlete's body closest to the takeoff board.

6. Fouls: Stepping on or over the takeoff board, touching the ground beyond the landing area, or making an improper takeoff can result in a foul and a nullified jump.

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.

A first variation highlighting this practice involves the disabilities of the students taking part in the sport club. Apart from students with Attention-deficit/hyperactivity disorder, usually students with mild cognitive disabilities make it to sport club. In these cases, the track to the Special Olympics is followed, that is, these persons participate in adapted competitions organised by Special Olympics Hellas (<https://www.specialolympicshellas.gr/>).

To adapt the rules of short distance running and long jumping for students with ADHD, consider the following strategies:

1. Simplify Instructions: Break down the rules into simple and concise instructions. Use visual aids, diagrams, or step-by-step demonstrations to enhance understanding. Provide both verbal and visual cues to reinforce important information.
2. Adjust Timeframes: Set realistic timeframes and goals for students with ADHD. Consider providing more time for practice or allowing for additional attempts during competitions, understanding that they may require more time to focus and perform their best.
3. Modify Distances: Adapt the distances based on the individual capabilities of students with ADHD. Allow for shorter running distances or adjust the jumping distance to match their abilities and attention span. Gradually increase the distances as they progress.
4. Provide Visual Timers: Use visual timers or countdown clocks to help students manage their time effectively. Display the remaining time

for a particular activity or task to increase awareness and promote self-regulation.

5. **Break Tasks into Smaller Segments:** Divide the activities into smaller segments or checkpoints. This approach allows students to focus on one step at a time and provides a sense of accomplishment as they complete each segment.
6. **Incorporate Structured Breaks:** Include regular, structured breaks during practice sessions or competitions. Short breaks can provide opportunities for students to release excess energy, refocus, and maintain engagement throughout the activity.
7. **Use Positive Reinforcement:** Offer frequent positive reinforcement, praise, and rewards to motivate students with ADHD. Recognize their efforts, progress, and achievements, which can boost their self-esteem and encourage continued participation.
8. **Provide Clear Expectations:** Clearly communicate the rules, expectations, and consequences associated with the activities. Students with ADHD often benefit from explicit instructions and consistent guidelines, as it helps them understand what is required and encourages them to follow the rules.
9. **Encourage Peer Support:** Foster a supportive and inclusive environment by promoting peer support and cooperation. Pairing students with ADHD with understanding and patient partners can provide additional guidance, encouragement, and motivation during practices or competitions.
10. **Individualize Strategies:** Recognize that each student with ADHD is unique and may require individualized strategies. Collaborate with the student, their parents, and educational professionals to develop personalized approaches that address their specific needs and challenges.

It's crucial to maintain open communication with students, their families, and relevant support networks to ensure the adaptations effectively support their participation and success in short distance running and long jumping activities.

A second variation concerns the school's community and the local community. To promote awareness and to spark the interest among all participants two actions are regularly held. They serve as appetizing actions.

- a) In context of the "World Day of Persons with Disabilities" a large sporting and cultural event takes place with the participation of general education schools the town. In the arena/gym of Aridaia, mixed groups of students with and without disabilities participate in adapted sports such as volleyball, basketball and badminton. At the end, all the students in mixed groups dance Greek traditional dances.
- b) In the context of the Panhellenic Students Meetings "Education and Folklore" organized by the Directorate of Secondary Education of the Prefecture of Pella and the Municipality of Almopia, 20-25 general and special education schools participate. The EEEK Aridaias presents the traditional folklore event "Ganotzis". At the end, our students dance three traditional Greek dances, with the participation of non-disabled students from the 1st High School of Aridaia.

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.

This practice particularly involved the Physical Education Teacher of EEEK Aridaias (special secondary school) and also the coach of Filathlitikos Omilos Aridaias (Sports Club of Aridaia). This practice addresses predominantly students with ADHD from EEEK Aridaias and their parents. However, the students' accomplishments were disseminated to the rest schools' and local communities.

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.

As far as the responsibilities of the trainers/coaches are concerned, Greek legislation and related regulations describe the requested professional profile and further administrative, ethical etc. functions (e.g., <https://www.segas.gr/kanonismos-ypsilo-y-athlismoy/>). The physical education provided in Workshops for Special Vocational Education & Training (special secondary schools) is guided and supervised by the [Greek Ministry of Education and Religious Affairs](#) and [Institute of Educational Policy](#). At the same time, the official site [Prosvasimo](#) provides teachers' guides and resources for special and inclusive (physical) education. The following links give the basic framework for aims, curricula and resources, on which the present practice was based. In sum, they propose full educational and social/societal inclusion for all students.

- <https://prosvasimo.iep.edu.gr/el/>
- http://www.pi-schools.gr/special_education/aps-depps-eeeeek.pdf
- <http://iep.edu.gr/el/programmata-e-a-link/analytika-programmata-aidikis-agogis-kai-ekpaidefsis>

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.

Most important implications for implementing projects like this one may include: a) Consider theory and educational and /or training guidelines referring directly to the disability of the student/athlete and his/her related conditions, e.g., restricted vocabulary, conduct disorders etc. b) Refer to national and international trainer/coach guidelines, especially those

stemming from Special Olympics (Coaching Guide Athletics), c) Predict and ensure all safety and hygiene measures required; inspect and monitor conditions for safe access to sports venues and sports clubs, d) Assistive and/or special equipment is often needed, such as soft running track, acoustic timing devices, metronomes, loudspeakers and large foam mats, and e) Have in mind that trans-contextual connections can be accomplished through motivating and mobilizing people from/at multiple levels, i.e., from schools, sports clubs and local community.

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.

Besides the already mentioned guidelines, coaches used metronomes linked to a portable speaker for matters of rhythm and speed training. The underlying concept is termed "Rhythmic Auditory Stimulation". Regarding the special/adapted physical education class the [Institute of Educational Policy](#), at the official site [Prosvasimo](#) provides teachers' guides and resources for special and inclusive (physical) education.

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.

As previously stated, students with ADHD successfully joined a sports club for individuals without disabilities. This achievement was made possible

through the collaborative efforts of the school director, the Physical Education Teacher, the students themselves, their parents, and the coach from the local sports club.

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 evaluation methods rest upon an array formal and informal educational assessments within the realm of adapted physical education and informal evaluations, such as descriptive comments, reviewing the student's portfolio and targeted discussions with the core of this project (school director, the physical education teacher, the student, his parents and the coach of the sports club). According to these methods and the attitudinal/behavioral criteria used, the following improvements were detected. For example, in the case of students with ADHD, several aspects of physical condition, motor skills and sport skills were enhanced. Students managed to achieve their goals in the special/adapted physical education course. They discovered how to use their excessive energy to their advantage and learned to love sports. This resulted in being actively involved in athletics, specifically running and jumping. There were some gains in the academic domain (initiated by elevated engagement) and noticeable positive changes at the behavioral level too (both in school and at home). In sum, these results may depict improvements in more general aspects of life like autonomy, socialization and quality of life of students (and now athletes) with disabilities.

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.

The following tips are meant to pinpoint the contents of practice already presented. To summarize and perhaps to extend on this practice, Physical Education Teachers and coaches/trainers may take the following topics into account:

1. Keep in mind that every student has different set of personal, motivational, emotional and social characteristics, along with a different degree of disability. Thus, not only an individualized approach is needed, but more a personalized learning approach.
2. Plan and carry out actions with other schools, sports clubs and local organizations with the aim of interaction and awareness among students. Expand events to tournaments.
3. Teach a variety of sports, even those not covered by official curricula; Students need a variety of stimuli, many motor/movement experiences and a wide sports repertoire to eventually choose their favorite sport.
4. As to the instruction methods, coaches should give simple and clear hints/instructions. Descriptive and constructive feedback is of great importance. Rewards and other positive reinforcements, play a role too. Further significant considerations refer to breaking large tasks into smaller ones, giving written instructions and providing cues for self-control.
5. Boosting students' self-confidence in a context of an unconditional social and emotional support, along with practicing autonomy and

gradual responsibility release, will encourage a robust connection between schools and sports clubs.

6. Keep yourself informed about trends in physical education and physical training, here in athletics. For example, trust evidence based practices for students/athletes with ADHD and/or cognitive impairment. Select carefully assistive technologies and devices, such as metronomes. Evaluate their use and refine them.
7. Try to understand the nature of ADHD. Most importantly, keep in mind that ADHD interferes with the executive functions of a student/athlete and it has a wide range of comorbidities like behavior disorders and accident dangers.
8. Students with ADHD, especially when presenting cognitive restrictions too, are in need of experiential learning, broken down to concrete and simple steps (i.e task analysis). To make this happen, reach assistive equipment is required (e.g., optical cues like buntings, flags and banners).

Best Practice in Greece #3

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

Promoting Inclusion in sports through PowToon, educational task, animated video, scenario creation, inclusive pedagogy, A Creative Approach to Diversity and Disability Awareness in Physical Education

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.

Mainly and often –but not restricted to– Learning Disabilities, Emotional Disorders, and socially disadvantaged students.

2. Organization & Reference

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

Organization: Experimental High School of the University of Macedonia, Thessaloniki, Greece. Address: Proin Stratopedo Strempenioti, Neapoli/Thessaloniki, Postal code: 56701, Homepage:

<http://ppl.pplpamak.eu/ppl/index.php> Email: mail@lyk-peir-uom.thess.sch.gr

Contact person: Georgios Katsanis, email: katsanis1@hotmail.com

Reference: Katsanis, G. & Chatzelli, Ch. (2021). Based on the educational scenario: Everyone has a right to play! Proceedings of the 6th International

Conference on Promoting Educational Innovation, 16-18.10.2020, Larissa, Greece (pp. 679-687). ISBN: 978-618-5562-03-8.

3. Formal/Informal

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

Formal education, Curricular activities.

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 action/project is set to be regularly implemented once a year and seeks to help students acquire positive attitudes and behaviors related to the notion of inclusion and acceptance of diversity, through the cross-thematic intersection of Physical Education and Health Education. It is carried out by using an educational scenario. The action is addressed to all students, whether they are of typical development, or have any form of special educational need, disability or diversity. As far as the regulations of sport and physical activity are concerned, the present good practice is quite flexible. In other words, regulations are adapted or modified only if it becomes necessary after checking for dysfunctional activity procedures. The reason rests on the practice's rationale, which focuses on empathy and embodied pedagogy, according to the following description. Until now, basketball and volleyball were frequently themed. Most commonly, regulation modifications refer to playing with more players than officially

allowed, using smaller play areas, permitting more bounces/dribbles (basketball) and ball catches when defending (volleyball).

To resume this project, cooperative group activities take place and an online cartoon making tool is used. Students become active participants and co-constructors of knowledge, work in teams, acquire digital literacy skills, express their opinions and ideas, and create original digital material, which serves as the basis for inclusive behavioural sets in physical education and sport teams. By completing the learning scenario and activities that promote responsible social behaviors, students gain a better understanding of the concepts of diversity, inclusion, and empathy. Additionally, their creations, through their posting on the school’s website, act as multipliers promoting cooperation and acceptance of diversity. In this action, the subject of Physical Education combined with Health Education and the use of new technologies (modern ICTs), offers activities of an interdisciplinary nature, upgrading school life and the school’s connection with social reality. In other words, the results of the action extend to other subjects, but also to wider domains of everyday school life.

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.

Variations of this action stem from the contemporary psychosocial needs of the students in each class (ages covered are 16-18 years). Thus, bearing in mind that the main purpose of the educational scenario focuses on the “heart” of academic and social inclusion, the implemented variations are intended each time to attune/specialize the expected learning outcomes. Therefore, the school classes and the disabilities covered may vary from

school year to school year. Accordingly, there are several variations of this project, regarding a) the disability presented and examined by students and teachers, b) the contents of Physical Education, c) the participation of students with disabilities in the school's sports teams. In this line, main adaptations in individual physical activities (e.g., strength training) refer to giving options, minimizing social comparisons and adjusting task difficulty and workload. For group activities (e.g., basketball), emphasis is put on cooperation processes and positive peer review of the groups' efficiency. In any case, Physical Education teachers and their students try to focus on learning, rather than on high performance.

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.

Firstly, this project involves the school's students and Physical Education teachers. Secondly, it involves the other teachers of the school and the parents of the students. Whereas Physical Education teachers and their students work together to co-construct a physically challenging but still an emotionally safe context, the other teachers of the school become aware of project results. In this way, they may endorse and extent inclusion properties in their classrooms.

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.

The main purpose of Physical Education in high schools is defined as "lifelong exercise for health and quality of life" (Ministry of Education, [2015](#); [2022](#); [Curriculum for Lyceum](#)). One of the further aims is for students to demonstrate responsible social behavior, respect for diversity and develop appropriate social and emotional skills that contribute to lifelong exercise for health and quality of life. Physical Education is a subject of special interest due to its unique nature. It is the only subject that addresses three main areas of the person's personality: physical/psychomotor, emotional and cognitive (Ministry of Education, [2003](#); [2022](#)). Modern guidelines encourage the use of ICT; students shall develop skills and knowledge in creating their own digital materials using online tools, enrich their learning experiences in pleasant and fun digital environments, and finally develop collaboration and communication skills combining physical and online environments.

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.

This project enables both Physical Education teachers and classroom teachers to conduct disability-informed, thus properly adapted, lessons.

Safety considerations involve studying students' diagnosis and/or experts' evolutions, and the students' Individualized Education Plans (IEPs) as well. As to health safety, cooperation with student family's' medical staff may be needed. It is very important having equipment that makes physical adaptations possible (e.g., adjustable size and height of basketball baskets). Furthermore, ICTs are needed, as described below. Schools, i.e., teachers, may require support from experts for a) implementing innovative technologies, b) effectively adapting lessons, c) robustly motivating students, d) monitoring progress and e) disseminating results.

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 training scenario utilizes PowToon, a web 2.0 tool for creating comic books (available at <https://www.powtoon.com>). The first step involves instructing students to watch and provide comments on an animated video about diversity and inclusion, which can be found at <https://www.youtube.com/watch?v=OHma93eZiBY>. This video serves as an introduction to the concepts of diversity and disability.

Following the introduction, students form teams and utilize PowToon to create inclusive scenarios. They select a specific physical activity, such as basketball, and define heroes for their scenario. Importantly, at least one of the heroes should represent a learning disability, an emotional disorder, or a social disadvantage. Students then collaborate to determine the

content of their scenario, including motion elements (animation) and the script (talking and thinking bubbles). Ultimately, they create and present their inclusive scenarios to others.

The students' scenarios incorporate elements of sport adaptations and social inclusion. The use of PowToon empowers students to become active contributors in the classroom, fostering constructive cooperation. Through the integration of information and communication technology (ICT), students establish a framework for welcoming and integrating their peers in Physical Education and within sports teams.

To implement this practice, computers with internet access and an up-to-date web browser are recommended. Additionally, access to a school computer lab or a classroom equipped with one computer per group of four students is necessary.

In summary, this practice prioritizes adaptations, accommodations, and modifications that stem from empathy, social-emotional co-construction, and embodied pedagogy.

Here are the steps of the method along with some indicative screenshots of a short story as an example:

1. Introduction: Students are initially introduced to the educational task.
2. Animated video: Students are instructed to watch and comment on an animated video about diversity and inclusion, which serves as an appetizer and introduces the concepts of diversity and disability. The video can be found at <https://www.youtube.com/watch?v=OHma93eZiBY>.
3. Scenario creation: Students form teams and use PowToon to create scenarios that promote inclusion. They select a physical activity situation, such as basketball, and define the heroes of the scenario. It is important that at least one of the heroes represents a learning disability, an emotional disorder, or a social disadvantage.

4. Content agreement: Students collaborate to agree on the contents of their scenario, including motion elements (animation) and the script (talking and thinking bubbles).
5. Scenario creation: Students proceed to create their inclusion scenarios using PowToon.
6. Presentation: In the end, students present their work to the other students in the class.

The provided screenshots below illustrate aspects of sport adaptations and social inclusion. They showcase two basketball teams, with Heroes 1 and 2 belonging to one team, and Heroes 3 and 4 belonging to the other team. Hero number 3 represents a boy with emotional difficulties, such as shyness, withdrawal, and low self-esteem. In one of the pictures (picture 4), the boy hesitates and appears unsure of what to do. However, in the final picture, his teammate reminds him of the regulation (in five seconds, they have to dribble, pass, or shoot) and suggests that he clap his hands five times, providing the boy with a sense of the five seconds.

Please note that the provided screenshots serve as an indicative example to illustrate the process and elements of the scenarios created by students.

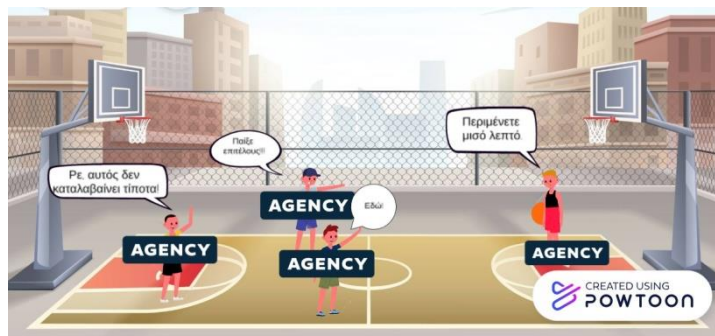
Picture 1



Picture 2



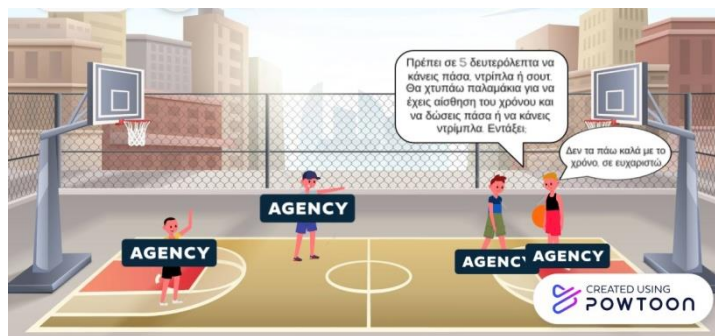
Picture 3



Picture 4



Picture 5



Dialogue script:

Picture 1

Agency 1: -

Agency 2: -

Agency 3: Uh oh!!!

Agency 4: Take the ball.

Picture 2

Agency 1: -

Agency 2: -

Agency 3: They will yell at me again.

Agency 4: Go!

Picture 3

Agency 1: Hey, he doesn't understand anything.

Agency 2: Play at last.

Agency 3: Wait a minute.

Agency 4: Hey!

Picture 4

Agency 1: Don't spoil the game.

Agency 2: Don't delay any longer.

Agency 3: I don't understand what I should do now.

Agency 4: Don't worry, I will help you.

Picture 5

Agency 1: -

Agency 2: -

Agency 3: In five seconds, you have to dribble, pass or shoot. I am going to clap my hands five times, so you can have a sense of this timeframe... alright?

Agency 4: I'm not good with time; thank you!

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.

This practice is approved by the school's teachers' board/association and presented to all teachers of the school. The classroom teachers are invited to participate and assist in the practice. Everyone, including the parents, is informed about the action and its results. Classroom teachers are invited to establish connections to the project in their subject. Certainly, some subjects (e.g., religion) are more suitable than others (e.g., chemistry) trans-contextual connections, that is, to welcome and extend the results of this project.

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.

To evaluate this practice an on-going and dynamic monitoring is conducted, which focuses on the basic students' outcomes data. The whole school community of this Lyceum (students, teachers and parents) becomes aware of the project's results. Everyone –especially disadvantaged students and their parents– are encouraged to give and receive feedback. Within the project, students are instructed to express their self-reflections, both for the realm of sport and the realm of school life in general.

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.

When engaging in technology-based and/or technology-mediated inclusive physical activity for students with disabilities and other diversities, students –and most importantly teachers– should have basic knowledge about and perform skills like:

1. Knowledge and skills in ICT concerning:
 - a. Basic knowledge (literacy) for main and specific web 2.0 tools
 - b. Basic practical familiarization with web 2.0 tools that are to be used
 - c. Advanced knowledge and skills in ICT (especially for teachers/professionals)
 - d. The added value and basic use of related hardware, software, apps and tools
2. Current technological equipment with up-to-date software, internet connection and latest version of web browser. When implemented in the school environment, a school computer lab or other room with computers.

3. Although self-evident, make sure that you promote a physically and emotionally safe participation framework through an appropriate preparation of students. To accomplish this, students' readiness to 'invite' and embrace the suggested project should be cultivated. For instance, introductory class discussions may help both students and teachers to estimate previous (needed) knowledge and educational needs as well.
4. As to teaching practice, autonomy supportive instruction, co-operative and collaborative methods, along with social-emotional learning and empathy fit very well to the issue of promoting inclusion.
5. Exhibit to all participants (students, teachers and parents) the connection between Physical Education courses and school's sport teams. Thus, the central idea of this practice is not restricted within physical education, but enhanced social relationships may expand to the rest domains of school life.
6. At the same time, design opportunities for expressing views, attitudes and self-reflections. Teachers may employ shorts forms of related self-expression like dance, drama, arts, drawing/painting, automated writing/speaking, mannequin challenge and storytelling. Evaluation forms can also be used in a pre-post design to document improvement and also facilitate experience of change.

Best Practice in Greece #4

Key words.

Wheelchair basketball, inclusive sport culture

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.

Physical Disabilities (PD).

2. Organization & Reference

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

Primary contact:

Dr. Vasileiadou Olga, Senior Education Executive for Physical Education Teachers, 2nd Regional Education Coordination Centre of Central Macedonia, Email: ovasilia@yahoo.gr and Tsaousi Elissavet, MSc., Head of Physical Education and School Sports, Directorate for Secondary Education of Western Thessaloniki.

Secondary contact:

Organization: Group for Physical Education of the Directorate for Secondary Education of Western Thessaloniki, Address: Kolokotroni 22, Stavroupoli/Thessaloniki, Postal code: 56430, Email: mail@dide-v.thess.sch.gr Reference: Directorate of Secondary Education of Western Thessaloniki (<https://srv-dide-v.thess.sch.gr>), Group for Physical Education (<https://omadafadthes.blogspot.com/>).

3. Formal/Informal

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

Formal education in connection with informal education.

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.

"Games for all", is set to be held once a year, preferably on the 3rd of December (International day of persons with disabilities). General and special education schools, as well as sport clubs for people with disabilities jointly worked together to prepare the events (e.g., standing and wheelchair basketball, goal ball, floor ball and sitting volleyball). Games took place in [Alexandreio Melathron Nick Galis Hall](#), where school students, parents and citizen are invited to watch. Main regulation adaptations involved shortened game duration, smaller court dimensions and softer balls. For wheelchair basketball, which serves an example the present good practice, the main measures for modifying/adapting were a) shortened game duration; two periods of 10 minutes, b) prolonged wheelchairs' back wheels, and c) smaller ball. Specific rules were modified too: To dribble, a player may take three pushes on their wheels; The player must bounce the ball to the floor, pass or shoot before taking a fourth push.

Based on the preparatory and –the subsequent– experiential educational activities, students and sport club athletes have the opportunity to form

intentions for taking part in wheelchair basketball trainings. Although at this point of time there aren't any regular wheelchair basketball competitions, where athletes without a physical disability can participate together, the ultimate aim of the present idea is to enable people share common interests, facilitate common basketball practice and thus to initiate an inclusive and mainstream culture.

Note. Photos from the event are presented here: [Παγκόσμια Ημέρα ΑμεΑ: Συναγωνιζόμαστε, συναισθανόμαστε, παίζουμε όλοι μαζί.](#)



Source: <https://www.oseka.gr/en/at-the-alexandreio-for-the-3d-of-december/>

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.

Variations referred not only to the day of the games, where rules and referee calls were adapted in order to ease the participation and to support the idea of Teaching Games for Understanding (TGFU).

Variations referred also to the preparation of the games (here for wheelchair basketball), where general education students had the opportunity to get to know the adapted sports and understand how making changes to regulations and rules of games can enable greater inclusion. Particularly, students were engaged in playing wheelchair basketball in smaller courts and fewer players (e.g., three vs. three). Basketball can be played with players in wheelchairs through a modified version of the sport called wheelchair basketball.

Here's how it works:

1. Wheelchairs: Players use specialized sports wheelchairs that are designed for maneuverability and stability. These wheelchairs have a lower seat position to maintain balance and prevent tipping.
2. Court: The court is the same size as a standard basketball court, but with some modifications. It has no raised boundaries, and there are lines to indicate certain areas and zones.
3. Teams: Each team consists of five players, and the objective is to score points by shooting the ball into the opponent's basket while following the rules of wheelchair basketball.

4. **Rules:** The basic rules of wheelchair basketball are similar to traditional basketball, with a few modifications to accommodate the wheelchair. For example, players are allowed to push their wheelchairs twice before dribbling or passing. Also, a player cannot touch the ball and their wheelchair simultaneously. There are specific rules regarding contact and chair-to-chair contact.
5. **Classifications:** Players in wheelchair basketball are classified based on their level of functional ability, and they are assigned a point value from 1.0 to 4.5. The total point value of the five players on the court cannot exceed a certain limit, ensuring a fair and balanced game.
6. **Adaptations:** Some adaptations are made to ensure the game is played smoothly. For example, a metal frame is placed around the lower part of the basket to prevent wheelchair contact, and the shot clock may be slightly longer to accommodate the wheelchair movement.
7. **Competitions:** Wheelchair basketball is played at various levels, including local, national, and international competitions. There are professional wheelchair basketball leagues and tournaments, including the Paralympic Games.

Wheelchair basketball is a highly competitive and exciting sport, offering opportunities for athletes with disabilities to showcase their skills, teamwork, and athleticism.

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.

Elementary and secondary schools, both from general and special education domain, located in Western Thessaloniki. The event was prepared by physical education teachers and their students; teachers of other disciplines were involved too. Moreover, school principals and education coordinators/executives participated in the organization of the games. A couple of sport clubs for people with disabilities took part too. As to type of disabilities concerned, students and people with cognitive disabilities, autism and physical disabilities were included in these games.

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.

The national Institute for Educational Policy (<https://iepx.iep.edu.gr/>) supports mainstream education, inclusive actions and Universal Design for Learning. Among other curriculum goals, national analytical Study Programs for Physical Education (2021) and for Adapted Physical Education (2004) endorse the life-long benefits of physical activity and participating in inclusive sport events.

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.

Enhancing inclusion and embracing diversity is actually a long-term process, which is based on understanding and experiencing disability. Inclusion practices flourish through well designed physical activities. In this case, teachers paid attention to the differentiation principle, that is, they created equal opportunities for all court participants to feel competent and experience acceptance. To accomplish this, teachers devoted time to introduce wheelchair basketball and to design introductory activities under the principle of TGFU. What is more, they cared for a safe environment through the modification of the game rules and by adjusting the equipment. For example, in wheelchair basketball, the rear wheel was regulated to provide extra safety while manoeuvring. If needed, personal assistants were in the field to help persons with disabilities with transferring and positioning. Regarding the athletes with disabilities, the court and its structures (e.g., dressing rooms and toilets) were accessible and appropriate.

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 preparation methods for students without disabilities were largely based on group learning and experience-based learning, along with Teaching Games for Understanding (TGFU). Apart from standard equipment, commonly employed for wheelchair basketball, prolonged wheelchairs' back wheels and smaller balls were used (for further information, see paragraph 4). Resources for creating activities for inclusion were located in the internet. According to them, modifications should aim to easing the activity for students (with and without disabilities), e.g., allowing more ball bounces. Another method is to encourage students to actively bring their own adaptation ideas into the game, e.g., lowering the baskets.

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.

The Group for Physical Education of the Directorate for Secondary Education of Western Thessaloniki serves as chain link between the school community (schools) and the sport clubs that regularly take part at the annual games. People who take part are students, teachers, parents, athletes with disabilities and other citizens/spectators. The local municipalities are informed about this action.

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 three main contributors, i.e., the group, schools and sport clubs, evaluate the project on their own. All parts and the local municipalities as well are informed about the results of the practice. At the same time, results are uploaded to the group's homepage (Group for Physical Education, (<https://omadafadthes.blogspot.com/>)). Taken altogether, atypical forms of evaluation, self-reflection and feedback prevail.

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.

1. Understanding of Wheelchair Skills: Educators should have a good understanding of wheelchair mobility and skills specific to wheelchair basketball. This includes teaching proper wheelchair pushing techniques,

manoeuvring, stopping, turning, and maintaining balance. Educators may need to consult with wheelchair basketball coaches or players with experience to gain a deeper understanding of these skills.

2. Individualized Instruction: Each player may have different abilities and mobility levels, so it's important to provide individualized instruction and adaptations based on their needs. Some players may require additional assistance or adaptations to fully participate in the game. Educators should work closely with the players to understand their capabilities and limitations.

3. Rule Modifications: Educators should be familiar with the specific rules and adaptations of wheelchair basketball. This includes rules related to wheelchair contact, pushing, dribbling, and chair-to-chair contact. Understanding these modifications is crucial to ensuring fair play and enforcing the rules correctly.

4. Safety Considerations: Safety is paramount in any physical activity, including wheelchair basketball. Educators should ensure that the playing area is free from obstacles or hazards that could pose a risk to the players. They should also provide guidelines on proper warm-up exercises, stretching, and conditioning specific to wheelchair basketball to prevent injuries.

5. Inclusive Environment: Physical educators should create an inclusive and supportive environment for all participants. Wheelchair basketball players may have different needs and abilities, so it's important to foster an atmosphere of acceptance, respect, and equal opportunities for everyone to participate and excel.

6. Skill Progression: Like traditional basketball, wheelchair basketball skills can be taught in a progressive manner. Educators should start with basic skills such as wheelchair maneuvering, passing, and shooting, and gradually progress to more advanced techniques and game

strategies. Providing clear instructions, demonstrations, and practice opportunities will help players develop their skills effectively.

7. **Equipment and Facility Accessibility:** Physical educators should ensure that the sports wheelchairs used for wheelchair basketball are properly maintained and appropriate for the players. It's also important to have an accessible facility with suitable courts and amenities that accommodate wheelchair users, including accessible entrances, ramps, and restroom facilities.

By keeping these considerations in mind, physical educators can provide a safe, inclusive, and engaging experience for participants in wheelchair basketball, promoting skill development, teamwork, and enjoyment of the sport.

Best Practice in Greece #5

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

Sitting Volleyball, Paralympic Sports, inclusive sports

1. Type of Disability

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

This practice focuses on neurological impairments such as spinal cord injury, cerebral palsy, stroke, neuromuscular disorders, etc.

2. Organization & Reference

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

Organization: Perpato Association Address: Ter. Leof. Dimokratias 69,100, Komotini, Greece Email: info@perpato.gr Website: <https://perpato.gr/>
Facebook: Περπατώ - Perpato

3. Formal/Informal

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

This practice is informal as it involves non-formal educational processes.

Perpato Association is authorized by the Ministry of Education and Religious Affairs and the General Directorate of Primary and Secondary Education.

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 program's primary focus is on students across different educational levels, encompassing primary school, high school, and university. Its objective is to impart knowledge about Paralympic sports, individual variances, and issues related to disabilities. The program comprises a range of activities and actively encourages interaction with Paralympic athletes. It is structured around four key pillars:

1. Acknowledgement of athletic accomplishments: Introducing various sports and their adaptations, comprehending the classification and nuances of disabilities within sports, and providing opportunities to engage with elite athletes.
2. Recognition and acceptance of individual disparities: Acquiring knowledge pertaining to individuals with disabilities, actively experiencing diversity, and fostering the participation of both disabled and non-disabled individuals in the same initiatives.
3. Engagement in sports as an inherent human entitlement: Developing an understanding of inclusive practices within physical education.
4. Empowerment and social support through sports: Encountering both setbacks and triumphs, learning effective strategies for motivating

athletes with disabilities, and listening to narratives of disabled athletes.

Moreover, the program involves the training of disabled athletes as role models, which yields psychological and physical benefits for all participants.

Sitting Volley

The overarching objective of the activity is to foster students' appreciation for the athletic capabilities of individuals with movement impairments, specifically within the context of sitting volleyball. The specific goals of the activity include: understanding the rules of sitting volleyball, developing an understanding of the specific requirements related to movement limitations, acquiring practical experience in sitting volleyball skills, and exploring the concepts of different movement modalities and differentiation. The activity can be conducted in either an indoor or outdoor court setting.

Initiating the activity involves the session leader dividing the group into pairs, with each pair being provided with a ball. The initial task is for the pairs to play with the ball for approximately two minutes, without any specific instructions. Following this, the session leader gathers all the students and initiates a discussion on how to adapt and modify the activity to accommodate individuals with motor impairments.

The subsequent stages of the activity aim to demonstrate the variations in performance observed in ball handling skills between seated and standing positions. These stages include:

1. Throw and catch over the net: Two students positioned opposite each other throw and catch a ball over the net, marking the furthest distance achieved with a cone. The exercise is then repeated in a seated position, and the distances achieved in standing and sitting positions are compared.

2. Service: Students stand or sit on the service line and practice serving the ball over the net. The differences in performance between standing and sitting positions are compared.

3. Moving skills: Students are divided into two lines—one standing and one seated—positioned on either side of the net. While moving horizontally across the court, the students pass the ball back and forth over the net. The activity’s difficulty level is compared between sitting and standing positions.

4. Two-on-two game: This game resembles volleyball, but instead of traditional volleyball actions, the students are required to catch and throw the ball. Considering the skill level of elementary school students, this game may be more suitable.

5. Four-on-four (or six-on-six) game.

6. Monsterball: An adapted version of sitting volleyball where students are divided into teams of six players and play volleyball from a seated position, either on their knees or bottoms, using a larger ball known as a monsterball.

By engaging in these activities, students can develop a deeper understanding of the unique aspects of sitting volleyball and gain insight into the challenges and adaptations necessary for individuals with movement impairments to participate in sports.

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.

Sitting Volleyball encompasses a sport that is inclusive to individuals with and without disabilities, irrespective of age and gender, and allows for various combinations of players. To effectively achieve the desired objectives of this activity, it is crucial for the session leader to emphasize, during the reflective process, the specific challenges associated with ball handling in a seated position. Through a group discussion, the session leader guides the conversation towards the realization that individuals with disabilities can engage in a demanding sport like Sitting Volleyball only through the application of physics and skill. This can be exemplified through the presentation of video clips showcasing the required abilities.

To facilitate the discussion, the session leader may pose sample questions such as: How did you experience playing the sport? What actions proved to be the most challenging? What disparities exist between Sitting Volleyball and Standing Volleyball? Is it a straightforward process to become an elite Sitting Volleyball player? What skills and attributes must one acquire to attain elite status in Sitting Volleyball? What difficulties might these players encounter in their daily lives, and how can they overcome these obstacles?

It is worth noting that Standing Volleyball was introduced as a Paralympic Sport in 1976, but was subsequently removed in 2000 due to insufficient global participation. On the other hand, Sitting Volleyball made its debut on the Paralympic Programme during the Arnhem 1980 Paralympic Games.

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.

Teachers, coaches, trainers, disabled athletes, nursing staff, occupational therapists, physiotherapists, psychologists, social workers, students, the Hellenic Paralympic Committee, the General Secretariat of Sports, the Democritus University of Thrace, and all Greek Paralympic athletes who are being trained as role models.

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.

This practice is aligned with National Guidelines.

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.

Physical educators are presented with several implications when incorporating Sitting Volleyball into their curriculum:

1. **Adapted Instruction:** Physical educators must possess knowledge and understanding of the rules, techniques, and adaptations required in Sitting Volleyball. They should be able to modify and adapt traditional volleyball activities to suit the needs of students with movement impairments. This includes adjusting equipment, rules, and strategies to create an inclusive and engaging experience for all students.

2. **Inclusive Environment:** Physical educators have a responsibility to create an inclusive environment that promotes participation and engagement of students with diverse abilities. They should encourage teamwork, respect, and acceptance among all students, regardless of their physical abilities. By fostering an inclusive environment, physical educators can promote empathy, understanding, and appreciation for individual differences.

3. **Skill Development:** Physical educators should prioritize the development of fundamental skills specific to Sitting Volleyball, such as effective sitting techniques, ball handling, serving, and positioning. They should design progressive and developmentally appropriate activities that allow students to acquire and refine these skills over time. By providing opportunities for skill development, physical educators can empower students to participate fully in Sitting Volleyball and enhance their overall physical literacy.

4. **Safety Considerations:** Physical educators must prioritize the safety of all students during Sitting Volleyball activities. They should be aware of any specific safety guidelines, equipment requirements, and modifications necessary to ensure a safe and inclusive experience. This includes providing appropriate padding or support for students with physical vulnerabilities and implementing strategies to prevent injuries during gameplay.

5. Awareness and Education: Physical educators should educate themselves and their students about disability awareness, Paralympic sports, and the accomplishments of athletes with disabilities. By incorporating discussions, guest speakers, or multimedia resources, educators can broaden students' perspectives, challenge stereotypes, and promote a more inclusive and accepting attitude towards individuals with disabilities.

6. Collaboration: Physical educators can collaborate with local disability sport organizations, coaches, and Paralympic athletes to enhance their understanding of Sitting Volleyball and access additional resources. By establishing partnerships, educators can create opportunities for students to interact with experienced athletes, observe demonstrations, and gain insights into the world of adaptive sports.

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.

Resources, materials, and methods required for Sitting Volleyball include the following:

1. Court and Equipment:

- Indoor or outdoor court with appropriate dimensions (10 meters by 6 meters for international competitions).

- Volleyball net and antennae, adjusted to the appropriate height for Sitting Volleyball.

- Volleyballs specifically designed for Sitting Volleyball, which are slightly larger and softer than standard volleyballs.

2. Chairs and Seating:

- Volleyball-specific chairs designed for Sitting Volleyball, which provide stability, mobility, and support for players.

- Chairs should have a low center of gravity, sturdy frame, and adjustable features to accommodate individual player needs.

- Optional padding or cushions to ensure comfort and safety during gameplay.

3. Protective Gear:

- Knee pads: Provide additional protection for players during floor movements and dives.

- Elbow pads: Offer support and reduce the risk of injuries during dives and falls.

4. Whistle and Scoreboard:

- Whistle: Used by the referee to signal the start and stop of play, fouls, and violations.

- Scoreboard: Helps track and display the score during matches.

5. Training and Educational Materials:

- Rulebooks and regulations specific to Sitting Volleyball, including classification guidelines and adaptations.

- Video resources demonstrating Sitting Volleyball techniques, gameplay, and strategies.

- Educational materials on disability awareness, inclusion, and the Paralympic movement.

6. Methods and Instructional Strategies:

- Skill-based instruction: Employing progressive teaching methods to develop fundamental skills such as serving, passing, setting, blocking, and spiking in Sitting Volleyball.

- Modified games and drills: Creating activities that focus on sitting techniques, movement patterns, teamwork, and strategy development specific to Sitting Volleyball.

- Peer coaching and role modeling: Encouraging collaboration and mentorship among players, including both disabled and non-disabled participants.

- Inclusive practices: Implementing strategies to adapt activities and rules to ensure all students can actively participate, regardless of their physical abilities.

- Progression and differentiation: Adjusting the complexity and challenge level of activities to accommodate individual skill levels and promote continuous improvement.

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.

Paralympic School Day is an educational program established by the International Paralympic Committee (IPC) with the aim of fostering awareness and understanding of individuals with disabilities in schools. The program offers a comprehensive Paralympic School Day kit, consisting of engaging activities and informative materials, designed to educate children

and young people about Paralympic sports, individual differences, and disability issues in an enjoyable and interactive manner. Developed by experts in Paralympic sport, disability studies, and pedagogy, the kit equips educators with the necessary skills, knowledge, and resources to successfully implement a Paralympic School Day event.

The concept of disability awareness is integrated into lesson plans throughout the year, and the IPC strongly encourages teachers to participate in the Paralympic School Day program. By doing so, teachers join schools worldwide in promoting awareness and fostering positive attitudes among their students towards individuals with disabilities, while also advocating for the full inclusion of students with disabilities in the classroom. Association Perpato implements the program in accordance with IPC guidelines.

Paralympic School Day is a flexible program conducted globally within school facilities, aiming to raise awareness among children and adults alike. It offers a diverse range of activities and information about Paralympic sports, individual differences, and disability issues within an engaging and entertaining environment. Schools provide an ideal setting for cultivating a more inclusive and accepting society. Children, with their open-mindedness and lack of preconceived biases, are particularly receptive to learning about topics such as disability, making this age group especially suitable for introducing such subjects.

The Paralympic Movement, with its focus on sports for individuals with disabilities, serves as an excellent tool in this endeavor. Sports act as a powerful motivator for children, encouraging their active participation and enabling them to embrace diversity in a positive and empowering way.

This specific good practice, in combination with Paralympic sports, disability, and diversity, aims to foster a positive attitude towards disabled people. This is achieved through students' participation in various Paralympic sports

and the overcoming of challenges, leading to a deeper level of understanding. Additionally, it promotes substantial knowledge based on existing and applied Paralympic sports, highlighting the difficulties arising from each disability and the adaptation and utilization of their strengths.

Through this program, the school addresses contemporary challenges and needs, promoting awareness of disabled people and acceptance of differences. It aligns with the principles of modern pedagogy, as it is a flexible program that allows all students to participate in experiential and exploratory exercises through sports activities. The program is specially designed to enable all students to participate and learn through a combination of theoretical information accompanied by practical exercise in Paralympic sports. Simultaneously, it provides inspiration and knowledge to children, combining learning with entertainment.

Within the framework of the "Fair Play" spirit of Paralympic sports and activities, respect, cooperation, and acceptance are emphasized. In this way, students communicate, interact, and collaborate harmoniously, developing attitudes and perceptions of coexistence. Educators participating in the implementation of the program, in collaboration with responsible specialized professionals, should be informed and ensure the provision of the necessary equipment for each activity.

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.

Following each activity, the Association Perpato initiates communication with the school's educators for an assessment conducted via a telephone interview. While immediate change may not always be achievable for individuals with disabilities, its impact will gradually manifest as they become integrated into society as a whole in the future.

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.

1. **Adapt Activities and Equipment:** Modify traditional volleyball activities to suit the needs of Sitting Volleyball players. Adjust equipment, such as the net height and ball size, to accommodate the seated position. Create variations of drills and games that focus on sitting techniques, movement patterns, and skill development. Ensure that the environment and equipment are accessible and inclusive for all participants.

2. **Promote Inclusion and Collaboration:** Encourage the participation of both disabled and non-disabled students in Sitting Volleyball

activities. Foster an inclusive environment that promotes teamwork, respect, and acceptance among all participants. Provide opportunities for peer coaching and collaboration, allowing students to learn from and support each other.

3. **Individualize Instruction:** Recognize that students may have varying levels of ability and experience in Sitting Volleyball. Adapt your teaching approach to meet the individual needs of each student. Provide modifications, additional support, or challenges based on their skill level and physical abilities. Offer feedback and encouragement to foster growth and improvement.
4. **Emphasize Skill Development and Fun:** Prioritize the development of fundamental skills in Sitting Volleyball, such as serving, passing, setting, blocking, and spiking. Structure sessions to provide ample practice and repetition, allowing students to improve their technique and build confidence. Ensure that the activities are engaging, enjoyable, and age-appropriate, creating a positive and motivating learning environment.



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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

National Inclusive Sports Insights and Best Practices Report of North Macedonia

OCNM - Olympic Committee of North Macedonia

No. 101089892 – IDI4Sport – ERASMUS-SPORT-2022-SCP



Work Package 2 – Resources and modelling

D2.1 Reports on national resources

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Work package Lead	University of Macedonia
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Methodology

How did the partner gather the information?

The MKD NOC has adopted a systematic approach to gather the necessary information as we have anticipated lack of information and good practices of inclusion of young people with disabilities in sports activities in the context of North Macedonia. Therefore, we firstly we run a set of consultation with the project team at the NOC and agreed on the following steps:

1. In order to gain a comprehensive understanding of the data, we reached out and engaged in consultations with sports organizations such as the Paralympic Committee and the Special Olympics as they can provide valuable insights and expertise related to the subject matter.
2. Extensive desk research was conducted to gather a wide range of relevant information. This involved studying academic literature and possible case studies, and any available resources that shed light on the best practices in the field.
3. Based on the insights gained from consultations and desk research, we proceeded to identify and collect good practices.
4. In order to refine and enhance the collection, draft descriptions were shared with the owners of the identified good practices. The implementing parties of the good practices were asked to complement the practices possibly with additional information that could enrich the collection.

How were the organizations contacted? (If it is the case: online meeting, template shared etc.)

The organizations were contacted through various methods to facilitate effective communication and collaboration. Some were contacted via phone

calls, in other instances email communication was used and templates were shared and in some cases face-to-face consultations were conducted, allowing for direct and in-depth discussions.

What actions were implemented for the collection and the follow-up?

A combination of various channels of communication as indicated above, ensuring diverse range engagement with the organizations effectively.

What impediments or difficulties did the partners encounter?

We have faced certain impediments and difficulties during the process. One major challenge arose from time constraints, as some organizations proved difficult to reach within the available timeframe. This limited our ability to engage with those organizations and obtain their feedback on the information provided in the template. Additionally, contacting them for additional information posed an extra challenge, as many of these organizations were understaffed and lacked sufficient personnel to respond promptly.

General information about inclusion in sports in North Macedonia

North Macedonia confronts the task of establishing an inclusive environment where every individual can enjoy equal rights and freedoms in sports. Beyond the declarative commitment to formal inclusive equality, each state carries the responsibility to foster conditions that translate into genuine, real-life equality. In North Macedonia, the journey toward acknowledging the rights of individuals with disabilities, particularly in the realm of sports, has been gradual yet resolute. These citizens, along with their families, persistently expend extraordinary efforts to emphasize that their unique needs and circumstances necessitate special consideration, financial support, and professional assistance from the government. Without such support, their daily lives remain profoundly challenging.

The undeniable truth persists that these individuals continue to exist on the fringes of society, and it is abundantly clear that numerous additional measures, activities, and the collective efforts of stakeholders are imperative to establish the essential conditions for their integration into everyday life. Sports engagement for individuals with disabilities constitutes an integral facet of the sporting landscape, irrespective of whether the disabilities are physical or intellectual in nature. Given the intricacy of the matter, it necessitates a nuanced approach. Indeed, individuals with disabilities participating in sports encompass a diverse group, with varying types of impairments affecting different body segments or senses. Young individuals with disabilities require structured physical activity with carefully calibrated efforts and properly managed physical exertion. Moreover, these young individuals with disabilities often face prolonged periods of sedentary lifestyles, which, if protracted, can result in a further deterioration or complete loss of their remaining physical capabilities.

It is crucial to underscore that professionals in the field of sports sciences, sports medicine, psychology, or sociology of sports play a significant role and bear a substantial responsibility in advancing sports and physical activity for individuals with disabilities, particularly in enhancing the psychosomatic well-being of this demographic. A significant issue arises concerning the substantial number of children with developmental disabilities who do not have access to education. In North Macedonia, the absence of a national registry hampers our ability to ascertain precise figures regarding these individuals. Within regular inclusive schools, the standard procedure entails students following the conventional curriculum, with their strengths and weaknesses duly noted. Subsequently, an Individual Education Plan is formulated, outlining attainable objectives tailored to the specific needs of the student with special educational requirements. This individualized plan is crafted by an inclusive team, a vital component in every school that accommodates students with special educational needs. In this part we are facing challenges and if we evaluate sports entities and their actions according to indicators in the areas of transparency, efficiency, integrity and accessibility, we will see that we have an alarming situation and numerous challenges that need to be overcome. Among other, the biggest challenges being the inaccessibility of sports facilities and the lack of coaching staff who want to work with people with disabilities were highlighted as part of the challenges these people face.

In North Macedonia, there is a lack of inclusive sports education as well as limited availability of data and statistics regarding individuals with disabilities participating in sports activities. Individuals with disabilities, along with their families, urgently require both support and resources. Furthermore, there is a pressing need for increased engagement in political, sports, and cultural spheres. The dearth of developmental counseling centers and early intervention facilities for assessing the functional capabilities of children with disabilities is a significant gap. Equally crucial is the imperative to sensitize healthcare professionals to effectively collaborate with individuals with

disabilities in the realm of sports. Simultaneously, institutions bear the responsibility of providing psycho-social support to the families of these individuals. Social inclusion emerges as a linchpin for enhancing the overall quality of life for entire families of individuals with disabilities and fostering their acceptance by those without disabilities. This is essential to ensure that individuals with disabilities truly enjoy equal citizenship in our society.

1. Youngsters (10 to 20 age old) with disabilities participating in sports.

Please state resources, data, figures (percentages of youngsters with disabilities participating in sports) with a brief overview of the data, and sources/references for that. Try to limit it to quantifiable data of participation of youngsters with disability in sport, if not possible refer to wider sources of information.

- a. Academia (evidence-based in peer review journals)
- b. Grey literature (Theses, blogs, national reports)

According to a study published in the Journal of Disability and Rehabilitation in 2016, the participation of children with disabilities in sports activities in North Macedonia is very low. The study was conducted among 202 children with disabilities aged 7-18 years old, and it found that only 17.8% of them participated in sports activities. The study also found that lack of accessibility, limited financial resources, and lack of trained coaches were the main barriers to sports participation among children with disabilities in North Macedonia.¹

¹ **Reference:** Zafirova-Ivanovska, B., Zdravkovska, M., Mladenovska, G., & Zafirova, B. (2016). Participation of children with disabilities in sports activities in the Republic of Macedonia. *Disability and Rehabilitation*, 38(19), 1912-1919.

²The Faculty of Physical Education and Sports at the University “St. Cyril and Methodius” has undertaken a project aimed at facilitating the participation of students with disabilities in university sports games. Additionally, research has been conducted involving parents of children with disabilities and students who are participants in the UKIM project. This research has shed light on the primary challenges faced by parents in this specific group, as well as the limitations experienced by children and students when it comes to their engagement in sports and physical activities, particularly in relation to their mental health and overall well-being. The following key issues have been highlighted by the participants:

1. Inaccessibility of sports facilities due to architectural barriers.
2. Lack of specialized educational programs for physical education classes catering to children and young people with disabilities.
3. Insufficiently trained sports trainers who are equipped to work with athletes with disabilities.
4. Limited financial resources for funding sports activities.

2. Legal Frameworks on inclusion of people with disabilities (in sports activities).

Please present the legal framework with a brief, explicit overview of your country for inclusion of people with disabilities (primary laws, dates they were issued)

There are no Laws for integrating people with disabilities in sport in North Macedonia.

2

<file:///C:/Users/user/Desktop/PhD%20process/%D0%9A%D0%BD%D0%B8%D0%B3%D0%B0%20%D0%A1%D0%BF%D0%BE%D1%80%D1%82,%20%D0%B8%D0%B4%D0%B5%D0%BD%D1%82%D0%B8%D1%82%D0%B5%D1%82%20%D0%B8%20%D0%93%D0%BB%D0%BE%D0%B1%D0%B0%D0%BB%D0%B8%D0%B7%D0%B0%D1%86%D0%B8%D1%98%D0%B0.pdf>

In North Macedonia, the legal framework for the inclusion of people with disabilities is primarily governed by the Law on Sport (2005) and the Law on Protection from Discrimination (2010).

The Law on Sport in North Macedonia is the primary legal framework for sports activities in the country. The law provides a general framework for sports activities, including the promotion of physical culture and sports, the organization of sports events, and the protection of athletes' rights and interests.

Related to participation of people with disabilities in sport, the Law stipulates the following: (Article 22) In the field of sports, the authorities of the municipalities, the municipalities in the city Skopje and the city of Skopje, in terms of this law, need to develop mass sports and recreational activities for the citizens, as well as sports activities within the sports-recreational sport clubs, sports within the school and students sports system, Sport for All, and particularly sport for people with special needs.

The Law on Protection from Discrimination prohibits discrimination on the basis of disability in all areas of life, including sports activities. The law defines discrimination as any act of exclusion, restriction, or preference based on disability that results in the unequal treatment of individuals or groups. The law also establishes the principle of reasonable accommodation, which requires sports organizations and institutions to make necessary adjustments to their policies, practices, and facilities to ensure equal participation of people with disabilities in sports activities.

In addition to these laws, North Macedonia has ratified the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in 2011, which aims to promote, protect, and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities. The CRPD recognizes the right of people with disabilities to participate in recreational, leisure, and sports activities on an equal basis with others.

3. National strategy/ies on inclusion of people with disabilities in sports activities.

Please present the national strategy/ies of your country for integrating people with disabilities in sports (if this is linked to a legislature, please mention it).

Currently, there is no sports strategy that specifically addresses the participation of individuals with disabilities in sports.

National strategy for equalization of the rights of persons with disabilities (revised) 2010-2018

Within the Ministry of Labor and Social Affairs policy has drawn up and adopted a National Strategy for equalizing the rights of people with disabilities for a period of 2010-2018, which in point 12 refers to recreation and sport for persons with disabilities, which says that games, recreation and sports among children and young people with developmental problems and special ones educational needs, as well as for persons with disabilities, contribute to the improvement of their general condition the organism, self-affirmation, socialization and active inclusion in social and economic life.

It is also stated that in the Republic of North Macedonia, there is an obvious lack of sports and recreational facilities fully adapted to access and implementation of sports and recreational activities of children, young people and adults with disability, in terms of spatial arrangement (external and internal), as and the equipment with specific sports equipment.

The lack of special curricula for physical exercise for children, pupils and students with disabilities in the education process, as well as in extracurricular activity.

Within the Strategy there are proposed measures to be conducted such as:

To provide children with disabilities an equal opportunity to participation in games, entertainment, leisure and sports activities including those activities also as part of the curriculum;

To enable persons with disabilities equal opportunity to participate in recreational, sports games and entertainment;

To enable the participation of persons with disabilities in regular sports activities in all degrees of sports;

To ensure the possibility of organization, development and participation in sports and

recreational activities intended for persons with disabilities and in that meaning to provide spatial, personnel and material conditions for organized action of organizations for planning and implementation of mass sport, sports recreation of persons with disabilities local, regional and state level;

To ensure equal conditions and opportunities for quality training process, preparations and participation in domestic and international championships the top athletes with disabilities under equal opportunities and conditions as for top athletes without disabilities.

The New Strategy of rights of people with disability 2022-2030 has been drafted but yet not adopted by relevant institutions. Within this Strategy there is a part related to involvement of people with disabilities in sport and the proposed measures are outlined below:

Promotion and visibility of persons with disabilities for their contributions and achievements in social life.

Inclusion of persons with disabilities in cultural, sports and recreational activities at the national and local level.

Expanding the number of sports for the active inclusion of people with disabilities.

Promotion and development of new adaptive sports disciplines for people with disabilities.

Promotion and development of sports disciplines for Paralympics and Special Olympics.

4. Skilled and Knowledgeable Staff.

Please mention if there is a provision by your country to train/educate coaches, teachers, physical educators about the unique challenges that students with disabilities face in sports. If there is one, please mention the provider, its duration, its main focus, the absolute numbers and percentages of people having undergone a training etc.

According to the information available on the official website of the Ministry of Education and Science of North Macedonia, there are programs and courses available for teachers and coaches to receive training on inclusive education. However, there is no specific information about training related to sports and disabilities.

5. Sport events (permanent/regular events: European and national scale) where people with disabilities are encouraged to participate (i.e., marathons).

Please refer the organizer, the frequency of the event, the number of people with disabilities that participate.

³**Young Athletes**ⁱ organized by Special Olympics ("Young Athletes" is an innovative sports-entertainment program intended for children with and without intellectual disabilities aged 2 to 9 years, whose focus is the development of motor skills through sports, and social and cognitive skills, through play and fun. "Special Olympics Macedonia" has been successfully

³ <https://www.specialolympics.org/programs/europe-eurasia/north-macedonia>

implemented for two years with several groups of children, and now aims to include it in inclusive schools in the country)

⁴**The Skopje Marathon** is an annual running event that includes several different races, including a marathon, half-marathon, 10K, and 5K. In recent years, the organizers have made efforts to make the event more inclusive for people with disabilities. For example, they have introduced a wheelchair category in the 10K race. The number of participants with disabilities varies from year to year.

⁵Project "**Integrated swimming for children with disabilities**" from primary schools from the municipality of Aerodrom. The project is designed for students in the first to third grade, and it offers two one-hour sessions with a dedicated instructor assigned to each child individually. The project was fully funded by municipality of Aerodrom and is repeated each year.

What important data are missing from each country compared to others?

At the national level, we lack research on the level of participation of individuals with disabilities in sports. The absence of this data prevents us from gaining insights into the primary challenges and obstacles encountered by these individuals when attempting to access sports activities. As a result, we are unable to create effective policies to address these issues in a meaningful and impactful manner.

What would you recommend to your country?

In order to create appropriate strategies and policies for the inclusion of individuals with disabilities in sports, it is necessary to conduct research

⁴ <http://skopskimaraton.com.mk/>

⁵ <https://a1on.mk/macedonia/besplatno-plivanje-za-site-prvachinja-i-deca-so-poprechenost-od-opshtina-aerodrom/>

and gather evidence-based data. Additionally, it is important to develop national policies that outline specific plans for encouraging greater participation of individuals with disabilities in sports. This could include designing sports facilities that are accessible to individuals with disabilities.

Drafting of a national framework for inclusive sports and physical activity that should be developed by of a special working group that will plan and promote interdisciplinary planning and cooperation in the field of sport and physical activity. The working group should led by the Agency for Youth and Sports, where they will be involved associations of citizens engaged in sports and physical activity of persons with disabilities, faculties which produce professional staff in the field of sports, education, special education and rehabilitation and healthcare, as well as sports facilities (private and public)

Best Practice in North Macedonia #1:

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

Physical disabilities, without limitations, skiing, winter sports

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.

Physical, sensory

2. Organization & Reference

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

ZGKP Without Limitations is an organization comprising 13 individuals with disabilities who have received training to ski independently or with assistance. In addition, there are 8 trainers who have been trained by foreign experts at the inaugural sit-ski school held in skiing resort of Mavrovo. The school aimed not only to provide skiing training but also to foster greater inclusion and participation of people with disabilities in sports activities that were previously inaccessible in the country. Moreover, it aimed to motivate them to step out of their homes and develop higher levels of self-confidence. Based in Kočani, the organization is dedicated to advocating for the rights of people with disabilities and currently does not have any employees.

You can find their Facebook fan page at <https://www.facebook.com/ZGPK.mk>.

3. Formal/Informal

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

Informal

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.

Flying radio-controlled drones is a skilful sport that requires not muscle strength but focus, reflexes, a good eye and practice.

This type of exercise improves cognitive skills and mental strength and is very beneficial for children/people with intellectual or physical disabilities.

The idea is for the instructors of the Aero club to teach people with disabilities to fly drones, to show that they can and to encourage them to take up this sport.

The event is not limited only to people with disabilities, because our goal and motive is the complete inclusion of all those interested in these sports activities.

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 practice does not have any specific age limitations, as the assessment is conducted based on the participants' physical fitness levels. This means that individuals of different age groups can engage in the activity.

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.

Ski Federation of Macedonia and teachers from the University of physical education

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.

The Faculty of Physical Education should be recognized as a valuable training ground for future trainers working with individuals with disabilities. The support for the organized events has been exceptional; however, there is a shortage of personnel and individuals interested in working with people with disabilities. The cost of equipment is considerably high, and project funding tends to prioritize soft skills development rather than the acquisition of necessary equipment.

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.

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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.

During our endeavors, they have fostered partnerships with specialized educators and professors who have actively contributed, as demonstrated by the content shared on the official Facebook fan page. Nonetheless, the majority of the undertakings have not been made known to the public due to the lack of dedicated communication staff.

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.

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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, and 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.

It was positive and obtained through questionnaires after the events.

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.

It is important to consider that individuals engaging in this type of activity should be prepared for a lack of free time if they have a full-time job, as well as the absence of vacations throughout the year. They will encounter daily architectural barriers when organizing events and administrative obstacles when attempting to bring about changes in sports and shift societal perceptions towards people with disabilities. These efforts will likely face strong resistance, such as refusals for medical approvals, permits, and similar challenges. Furthermore, parents and the environment may impose limitations, while the environment itself may ridicule and hinder progress. Unnecessary assistance may be offered in situations where it is not needed, while essential support may be denied where it is most necessary.

Nevertheless, the greatest reward in engaging in such activities lies in the personal satisfaction derived from witnessing the development of athletes who successfully integrate into society and lead active and fulfilling lives despite these barriers.

Source: [https://www.facebook.com/ZGPK.mk/?ref=page internal](https://www.facebook.com/ZGPK.mk/?ref=page_internal)

Photos: <https://youtu.be/3QrQyVXxe7U>

Best Practice in North Macedonia #2

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

Swimming, Atypical Development, Physical abnormalities

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.

Our primary focus is to offer services to individuals with a wide range of disabilities, including those with intellectual and physical impairments. However, it is important to note that we specifically cater to individuals who are capable of participating in training sessions and adhering to instructions in a responsible manner that does not pose risks to themselves or others.

2. Organization & Reference

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

NGO Sport Association ITK Macedonia – Skopje
 Address: Nikola Parapunov 27/4 – 4, Skopje
 itk.macedonia@itk-leipzig.de / itk.macedonia@gmail.com
<http://itk-leipzig.de/>
<https://www.facebook.com/itk.macedonia>
<https://www.instagram.com/itk.macedonia/>

The organization is focused to make positive changes in the society using sport and culture as a tool to integrate as much people as possible.

3. Formal/Informal

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

Informal

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.

We are focused on adaptive swimming activities and also we organize events and competitions because there isn't an institution or federation that is taking care for competitive system in this area.

Also we promote volunteerism in our inclusive system and the option for young people to become coaches and assistants in the process.

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 participants are age from 5/6 till 35. In the trainings we have athletes with Down Syndrome, various types of cerebral palsy, autism and other disabilities that cause physical and/or abnormalities.

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.

In our practical sessions we have 3 coaches that work in small or big pool. But there are also other people, parents and caretakers who assist us in the process. We have 1 coach with motor disabilities that is also a swimmer, winning the 2022 National Championship in the category for disabled athletes.

Last year we were present on two competitions outside of Macedonia, one in Sofia - Bulgaria and the other in Ptolemaida – Greece. And in December 2022 we organized the only inclusive International swimming competition in Macedonia called Atlas Winter Cup that is our tradition.

In the organization we have lawyer, doctor and coaches and experts in different fields.

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.

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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.

Ensuring the safety of individuals participating in the activities is paramount, with athletes requiring constant supervision from their coach or designated personnel.

It is crucial for everyone involved to exercise patience when working with individuals with disabilities.

Regrettably, the availability of sports equipment specifically designed for adaptive sports in stores is limited, necessitating adaptation to the existing circumstances.

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.

Typically, we utilize standard swimming equipment; however, we lack a device or lift specifically designed to safely transfer individuals in wheelchairs into the water. Establishing an inclusive environment has been a long-term focus for us, and through our organization, we aim to enhance the professionalism of coaches working with individuals with atypical development.

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.

Collaboration with parents and pool staff who comprehend the requirements of individuals with disabilities is the fundamental aspect of our initiatives. We have established numerous cooperation agreements with

organizations sharing similar interests, which actively participate in our activities.

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, and 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 abundance of smiles, positive feedback, improved health conditions, and participants who feel socially fulfilled serve as indicators that our efforts are making a positive impact. In the case of more advanced swimmers, we track improvements in their swimming times to gauge progress. Additionally, we frequently have young individuals visiting our practices to witness the inclusive atmosphere and the rewarding experience of working with disabled individuals.

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.

- Offer encouragement and support to the athletes
- Foster understanding of the unique experiences and capabilities of disabled athletes
- Communicate with their loved ones to gain insights into their individual needs more easily
- Allow sufficient time for them to acclimate to the new environment
- Prioritize the social aspect, recognizing that individuals with disabilities often have limited opportunities for socializing and forming friendships
- Create a safe and secure environment to help them feel at ease

Source:

[https://drive.google.com/drive/folders/10AD72pf6SXPAHxJ7yIrPYHOgBnc54INN?usp=share link](https://drive.google.com/drive/folders/10AD72pf6SXPAHxJ7yIrPYHOgBnc54INN?usp=share_link)

Photos>https://drive.google.com/drive/folders/1MkaiO71E-StCb7RimCHMTTnV459kA4Ke?usp=share_link

Best Practice in North Macedonia #3

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

Mobility aids, volleyball, inclusion, matches in volleyball

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.

In our case, the individual relies on mobility aids, specifically prostheses designed for both legs. The braces extend from below the knees down to the feet. Without these prostheses, the legs are non-functional, and movement would not be possible.

2. Organization & Reference

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

Volleyball Club (UK) "Flamingo"
 Kisela voda, OU Nevena Georgieva-Dunja, Aerodrom, OU Lazo Angelovski
 and Aleksandar Makedonski
 4 employees, volleyball coaches

<https://www.instagram.com/flamingo.vc/>

3. Formal/Informal

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

Sports club, informal activity

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.

Participation in the Volleyball Federation of the Republic of North Macedonia (OF RSM), women's team, young categories (pioneers, cadets)
 Regular matches in the youth leagues organized by OF North Macedonia
 Participation in various sports volleyball events, organized outside the OF leagues of North Macedonia.

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.

Age limit from 10 to 15 years.

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.

Individuals possessing coaching certifications for younger age categories and actively engaged as volleyball players serve as advisors in the training processes.

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.

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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.

As the training is in its early stages, specific aids are currently unnecessary. The focus of the training is on developing fitness, acquiring knowledge of the rules, and practicing techniques. Since the training venue is located within a 500m distance from home, there is no need for accommodation. The individual can easily access the training facility and utilizes the locker room for changing before proceeding to the gym for exercises. After the training concludes, they can independently return home, covering the distance on foot without requiring transportation or assistance.

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 collaboration exists between the involved parties, albeit not at an official level.

Parents are actively engaged in the education and practice process, each contributing from their respective domains of expertise and providing valuable feedback for the work being done.

OK Flamingo takes part in the "Skopje League" project with girls aged 10 and 12, which is organized by a team of sports professionals. The league matches are held in various locations, including the sports center "Forza" as the home venue, as well as in different primary and secondary schools such as the secondary school "Orce Nikolov".

The primary target for Flamingo is to provide an opportunity for girls who do not participate in the Youth categories of the Volleyball Federation of the Republic of North Macedonia (OF RSM). Additionally, OK Flamingo actively participates in the second Macedonian state league for women, which is organized by the Volleyball Federation of North Macedonia (OF of North Macedonia).

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.

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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.

By occasionally observing and engaging in conversations with the parents, one can perceive the evident satisfaction of both the children and their parents. The achieved results in the mentioned competitions are undoubtedly an outcome of our increasing commitment, diligence, and perseverance in our endeavors.

To showcase our progress, we arrange practical presentations within the training facility, share media records, and organize various events. Moreover, we coordinate winter and summer camps, both within the country and abroad, as part of our efforts to further enhance our work and provide enriching experiences for the participants.

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.

They demonstrate a commendable commitment to giving their utmost in their endeavors, willingly embracing the opportunity to work with children with disabilities and actively incorporating them into the educational and practical aspects, always with the approval of parents and professionals. Valuable lessons can be learned from these remarkable children.



Best Practice in North Macedonia #4

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

Young athletes, Judo, Sports competitions

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.

People with intellectual disabilities (Down Syndrome)

2. Organization & Reference

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

The Judo Club SEISHIN-Prilep, a sports club, operates without any professionally employed individuals. All licensed trainers work in other professions and dedicate their time to judo sport on a voluntary basis. Although the club does not have a website due to financial constraints, they can be reached through email at [email address]. The club maintains a presence on social media platforms, including Facebook (<https://www.facebook.com/judoclubseishin/>) and Instagram (https://www.instagram.com/judo_club_seishin/?hl=en).

3. Formal/Informal

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

Sports club, informal activity

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 physical activity program includes regular judo training sessions three times a week, lasting 1.5 hours each. These sessions take place on the judo tatami, where participants wear judo uniforms (kimono). The training regimen encompasses various activities such as stretching exercises, gymnastics, coordination and concentration exercises, strength exercises, motor exercises, and the learning of judo techniques.

In addition to judo training, the club also engages in fitness training on open sports fields. This involves activities like running, sports games, and other exercises aimed at improving overall fitness levels. Furthermore, the club organizes marches and walks as part of their physical activities.

The club actively participates in sports competitions, including state championships and international tournaments, providing opportunities for members to showcase their skills and compete at different levels.

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.

At present, the active age limit in our country ranges from 18 to 30 years. However, there is potential for adaptation to accommodate younger adults, but this would require the development of special projects designed specifically for their engagement and participation.

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 Federation of School Sports of Macedonia organizes diverse sports games that bring together participants in Kavadarci.

Our club took the initiative to organize a special event called the World Judo Day, during which we collaborated with the associations for people with disabilities, namely "Poraka" and "Zunica" from Prilep, to commemorate this day under the theme of "INCLUSION." Several members from our club visited the two associations and engaged in judo exercises together. In return, the associations reciprocated by visiting one of our training sessions.

We are fortunate to have coaches who hold certificates for working with younger age categories and active volleyball players who contribute as advisors in our training processes. Their expertise and guidance play a crucial role in our club's development.

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.

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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.

The classes involving individuals with intellectual disabilities were a resounding success, bringing immense satisfaction and happiness to all participants. Special attention was given to designing exercises that ensured the safety and well-being of everyone, minimizing the risk of injuries. Due to the limited availability of kimonos, participants practiced in their regular clothes, presenting a minor challenge. The teachers from associations working closely with individuals in this category made invaluable contributions to the classes. Their deep understanding of the participants' habits, communication styles, and other unique characteristics greatly enhanced the overall experience.

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.

During our activities, we made an effort to distribute informative brochures introducing the sport of judo. Additionally, we provided gifts such as judo calendars and similar items. However, there are also judo books available that require greater financial resources to acquire and distribute to each individual. An example worth mentioning is one of our dedicated members

with Down Syndrome, to whom we gifted such a book. It brought immense joy to see their enthusiasm as they slept with the book and read it multiple times, showcasing their genuine interest and appreciation.

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.

We do not have a specific communication strategy

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, and 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 classes involving individuals with intellectual disabilities were a source of immense satisfaction for everyone involved, as it brought joy to all participants. Special attention was given to designing exercises that could be comfortably performed by everyone, ensuring that no injuries occurred. Due to a shortage of kimonos for all participants, they practiced in regular clothing, which posed a minor challenge. The teachers from the associations working with individuals in this category made significant contributions to the classes, leveraging their knowledge of their habits, communication styles, and other unique characteristics.

By occasionally observing and engaging in conversations with the parents, one can sense the genuine satisfaction expressed by both the children and

their parents. The achieved results in the mentioned competitions are undoubtedly a testament to the increasing dedication and perseverance in our endeavors. To showcase our progress, we organize practical presentations within the training facility, utilizing media records to share our work. Additionally, we take part in various events and arrange winter and summer camps, both within the country and abroad, to further enhance our activities and provide enriching experiences for the participants.

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.

Engaging in activities with children who have intellectual disabilities is not only beneficial for individuals in this category but also for society and the environment at large. It is crucial for institutions to prioritize and provide support to organizations dedicated to working with this population. By doing so, we can collectively contribute to the well-being and inclusion of individuals with intellectual disabilities, fostering a more inclusive and compassionate society.

Best Practice in North Macedonia #5

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

Social inclusion, cultural differences, recreational activities

1. Type of Disability

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

Social inclusion of adolescents with intellectual disabilities through sports and recreational 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.

The sports and recreational activities were organized by the Republican Center for the Support of Persons with Intellectual Disabilities - PORAKA took place at the Red Cross Staff Education Center in the city of Skopje in Struga (2006). This event included 44 adolescents with intellectual disabilities, users of day centers created and managed by RCPLIP - PORAKA in Skopje, Radovish, Ohrid and Struga. In the implementation of these activities, 8 team leaders (personnel from daycare centers) and 3 responsible persons from RCPLIP - PORAKA were involved. When organizing this type of activities, raising public awareness regarding the potentials and opportunities of people with intellectual disabilities was also one of the goals. Therefore, media coverage of this event was provided in order to

notice and show the importance of organizing this type of activity for people with intellectual disabilities.

3. Formal/Informal

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

Non-formal

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.

Sports activities were divided into the following disciplines:

Athletics

25 meter dash (men, women and combined);

50 meter dash (men, women and combined);

Long jump.

Football Competitions in futsal (men, women and combined)

Basketball

Basketball competitions (teams of three people each – men, women and combined).

Volleyball Competitions in teams of three people each (men, women and combined).

Rope game Competitions in teams consisting of three people each (men, women and combined).

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.

People with intellectual disability without any age limit

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.

44 adolescents with intellectual disabilities from the region of Struga and Radovish have participated in this project. The sport activities were delivered by the staff at Poraka center and Red Cross.

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.

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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.

When working with people with disabilities in sports, it is important to prioritize safety and ensure that all participants are able to engage in

physical activity in a way that is both enjoyable and comfortable for them. Here are some safe recommendations for working with people with disabilities in sports:

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.

Within this project the sport activities were adapted to be attractive and fun to the participants and they offered sport activities in different team sports. They didn't use specialized equipment or assistive devices.

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.

It is important for coaches to provide athletes with the opportunity to challenge themselves and accomplish their personal goals in a competitive environment. This allows the athletes to understand where they currently are in relation to their long term goals. It is important to remember that this should be done in a careful manner, only introducing the athlete to competition when they are ready both physically and mentally to deal with a competitive environment. Under the right circumstances competition also provides intrinsic enjoyment for athletes. Feedback is important. It must

be phrased in a way that allows the athlete to develop further but without appearing offensive to their current skill level.

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.

/

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.

Grow global mind-set and consider cultural differences when working with different people with disabilities from different backgrounds. Celebrate the diversity of their students with disabilities, highlighting their unique

strengths and abilities, and promoting an inclusive sports culture that values diversity.

Best practice in North Macedonia #6

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

Karate, Inclusion

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.

Physical and mental disabilities as well as Down syndrome

2. Organization & Reference

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

Karate Club Olympic Sport 2007 Skopje with two engaged coaches.
 Graduated professor of physical and health education.
 Main goal is to raise capacities of involved organizations to promote social inclusion by implementing sport activities and services directly including young people with intellectual disabilities and to use sport as a driving force of social inclusion.

<https://www.facebook.com/profile.php?id=100063478570995>

3. Formal/Informal

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

Non-formal

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.

We are relatively new with this type of training with children with disabilities; the training method takes place through games such as chase, find the object, jump over hoops, jump on one leg, balance, trust game.

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.

In our club, we cater to athletes between the ages of 18 and 28, including those with physical and mental disabilities, such as Down syndrome. Our approach is to treat all athletes equally, providing them with inclusive training in a mixed environment. It is important to note that our 18-year-old athlete with Down syndrome receives the same opportunities as other children. However, during the explanation part of the exercises, there may be a need for additional support and clarification to ensure their full understanding and retention.

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.

/

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.

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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.

Coaches should strive to create an environment that emphasizes task orientation, enabling athletes to concentrate on mastering skills, learning, and personal improvement rather than comparing themselves to others or focusing solely on competition. By fostering this mindset, athletes develop a sense of competence centered around self-development, which enhances their autonomy and sense of control over their accomplishments.

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.

To enhance training sessions, visual aids such as colorful bibs and cones can be employed. Additionally, incorporating exercises involving rope-skipping, trampolines, and Swiss balls can be beneficial. In cases where a team has a lower overall ability level, allowing an extra player on their team can help compensate for this disparity. Above all, it is crucial for the coach to focus on the ability level rather than the disability level of the athletes and make necessary adjustments to the sessions accordingly.

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.

Promoting inclusive education in schools and the community through various means such as organizing trainings, forums, lectures, and more; Collaborating with the Education Development Bureau to develop tailored curricula based on specific types of disabilities; Providing training opportunities for teachers and professional services to effectively work with students with disabilities; Equipping professional services with necessary resources and expertise; Establishing legal regulations to govern the inclusion of students with disabilities; Ensuring the availability of resource materials for teachers and professional services, including manuals and literature; Clearly defining enrollment procedures for students with disabilities, including specific criteria for evaluating their scores during enrollment in regular education; Organizing activities to foster better cooperation with parents of students with disabilities; Facilitating active communication and information sharing between primary and secondary schools.

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.

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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.

Prior to the first training session, engage in direct communication with the athlete to gather information about their ability level and prior experience in the specific sport. It can be beneficial to involve the parents or caregiver during this conversation or have a separate discussion with them. Begin the training by assigning a task that you are confident the athlete can successfully accomplish, and gradually progress in small, incremental steps to assess their capabilities. During the initial sessions, closely observe not only the athlete's practical skills but also their social interactions and communication preferences.

Photos>



Best practice in North Macedonia #7

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

Youngathletes, Downsyndrome, Inclusion, Special Olympics

1. Type of Disability

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

Intellectual disability

2. Organization & Reference

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

Special Olympics Macedonia operates dedicated sport programs for individuals with intellectual disabilities. The organization employs two full-time staff members and five part-time staff members.

social media:<https://www.facebook.com/SpecialOlympicsNorthMacedonia>
https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.instagram.com%2F%2F%2Fspecialolympicsmacedonia%3Ffbclid%3DIwAR0PcC9dfs1FoKe2DFwjyTKCrzxKMZikmwCF8Y2wCImtx0NYjjgsbGFEY70&h=AT0FrtZ640J7s7WoLsBMMj3jgtZT7j86tCxTjvHFOOurnxq2dRm-nbW6PXm8kf7EnvH-S4L18R5aAmpnYYQ2t7uTI4j92Ah-rEfR-8nwK0hc_rSEew2LM4N0aIuOSYiGX8ugBBhLENWF9Q

3. Formal/Informal

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

informal activity

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.

Based on the responses received from survey questionnaires submitted to 16 schools, it was found that 11 of them include students with disabilities, while 5 do not. The research team conducted three focus groups, involving a total of 28 participants from three distinct groups: students with disabilities, parents of students with disabilities, and teachers as well as representatives from the professional services of the schools. The selection of participants for the focus groups was carried out by the research team. The information source for this statement is the "MK_CWDinSecondaryEducation_Report_MK.pdf."

In addition, we organize a variety of activities such as events (including Basketball and Football week), sport practices in different sports twice a week, games, tournaments, and more.

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 age range targeted for children with intellectual disabilities spans from 2 to 9 years old. It is crucial to customize the activities to align with the abilities of the middle range of the group. This ensures that children within this range can actively participate without requiring significant modifications to the activities. For younger children, the activities can be simplified, whereas for older children, they can be made more challenging. To accommodate children with specific disabilities, making adjustments to the environment can be highly beneficial. Modifying the lighting, either by brightening or dimming it, can assist children with conditions such as autism or visual impairments. Adapting furniture, such as lowering chairs or ensuring secure desks, and incorporating slant boards throughout the classroom for writing support can be advantageous for children with physical disabilities or orthopedic impairments. These adaptations are aimed at creating a more inclusive and supportive learning environment for all children.

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.

Primary and secondary schools, sport federations, NGOs, individual coaches, teachers and volunteers and athletes from our country.

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.

The implementation of inclusive practices for both youngsters with and without intellectual disabilities reinforces the notion that sports serve as a powerful tool for integration and inclusion within society. Engaging in sports not only promotes social skills but also enhances overall well-being and health. It is important to prioritize safety measures and create an adaptive environment during every event to ensure the participation of all individuals.

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.

The primary objective is to maximize the duration of physical activity during each class session and impart skills and activities that can be practiced beyond physical education class. To motivate children to actively participate in physical activity, it is crucial to respectfully inquire about their preferences and interests, communicate clearly, actively listen, address individuals directly, respect personal boundaries, and exhibit flexibility when working with family members of individuals with disabilities.

Within our current societal context, it is common for parents to believe that their children with disabilities should attend specialized schools. Consequently, many parents opt to keep their children at home. Regrettably, social stigmas contribute to a sense of shame and hesitance in taking children with disabilities outside. Consequently, these children often

encounter a lack of acceptance and understanding regarding their unique challenges and abilities.

To address these challenges, we employ various strategies and resources. These include adaptive didactic materials, sports equipment, music speakers for auditory stimulation, safety measures, and an adaptive environment for effective engagement. We also establish rules that can be adhered to by all participants, promote unified sports, and rely on experienced volunteers to support our efforts.

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.

Yes, we are collaborating with parents, educators and students all the time. They work together on our regular programs and projects.

<https://www.facebook.com/SpecialOlympicsNorthMacedonia/photos/pb.100054434683162.-2207520000./5041921979220161/?type=3>

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.

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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.

On a monthly basis, we hold a meeting, primarily attended by parents, where they have the opportunity to share their opinions and provide recommendations for future projects and workshops. It is of utmost importance to ensure clear communication and obtain explicit consent before making any physical contact with athletes.

This practice is particularly crucial when working with athletes who have autism, as they may have a strong aversion to touch and exhibit varying levels of sensitivity. Some individuals with autism may be hypersensitive or hyposensitive to touch, and certain textures, such as latex or rough surfaces, may cause discomfort or be disliked by them. By openly explaining your intentions and seeking permission before engaging in any physical contact, you can create an environment that is respectful and comfortable for athletes with autism.

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.

Teachers should endeavor to establish an environment of inclusivity that caters to the needs of all students, regardless of their abilities. This can be accomplished by fostering positive attitudes towards individuals with disabilities, recognizing their strengths, and placing emphasis on their abilities rather than their limitations. When it comes to students with disabilities, teachers should offer personalized adaptations to facilitate their engagement in sports. This may involve adjusting equipment or game rules, as well as incorporating assistive devices like wheelchairs or prosthetics.

Social inclusion and unified sports serve as powerful tools for enhancing the social skills and overall well-being of individuals with intellectual disabilities.





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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

National Inclusive Sports Insights and Best Practices Report of Spain

EsM – Instituto España se Mueve

No. 101089892 – IDI4Sport – ERASMUS-SPORT-2022-SCP



Work Package 2 – Resources and modelling

D2.1 Reports on national resources

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Work package Title	Resources and modelling
Work package Number	2
Work package Lead	University of Macedonia
Author(s)	Marc Declercq de la Fuente, Fernando Soria Hernandez
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Methodology

Part I - General Information on Sport Inclusion in Spain

1. Identification by EsM of the main sectoral entities directly related to sport for people with disabilities in Spain
 - a. Spanish Paralympic Committee
 - b. FEDDI Spanish Federation of Sports for People with Intellectual Disabilities - FEDDI. Current Associated Partner of IDI4SPORT.
 - c. Fundación ONCE. The largest entity representing civil society in the world of disability in Spain.

2. Holding bilateral meetings with each entity in order to
 - a. Presentation of the project and its contents
 - b. Explanation of the the objective pursued in WP 2.
 - c. Identification of the existing documentation of interest such as the White Paper on sport for people with disabilities in Spain and the law on sport of December 2022.

3. Analysis of the existing documentation by EsM.

4. EsM drafts part I of the IDI4Sport questionnaire in Spanish and then translates it into English and sends it to the coordinating partner of WP2 of the project.

Part II - Examples of Good Practices in Spain

During the working meetings with the above-mentioned entities, it became clear that the topics addressed in the good practice sheets are not framed in a national policy. That is to say that the existing trainings are only those that a sport entity (federation, association or club) has been developing and perfecting individually.

For this reason, at EsM we started, through our own internal professional networks, a task of research and communication in order to identify some Best Practices developed by these entities and which, in addition, were willing to collaborate and share their experiences, however limited they may be.

The 4 main channels of identification used by EsM were:

- The knowledge we have acquired after years of experience and media coverage of training initiatives carried out on a one-off basis.
- The participation in European projects of Spanish local, regional or national entities in which training programmes have been developed, as in the case of Badminton and Padel federated sports.
- The collaboration of foreign entities from other countries with experience in sports for people with disabilities such as in Portugal the Ginasio clube Portugues for the sports of Cross Boccia and Polybat.

- Through FAEDA - Federación de Asociaciones Españolas de Deportes Alternativos which groups 17 emerging and non-federated sports in Spain and which are giving priority to inclusive sports and sports for people with disabilities such as Pickleball and Netball.

1- In the end, only 6 organisations responded to EsM's request and bilateral meetings were held with them to inform them about the project itself and the objectives pursued by the good practice sheets.

2- Each sport filled in the sheets independently according to its own criteria. EsM deliberately did not want to exert any kind of pressure on how and when to fill in each of the 12 questions in order to avoid a possible lack of interest on the part of the contacts who accepted to carry out this task unselfishly.

3- Once we received the completed forms in Spanish, EsM translated them into English to be sent to the Wp2 coordinating partner of the IDI4sport project.

Finally, we would like to point out that this second part of the research work within the IDI4Sport programme has proved to be a significant problem, as many of the organisations contacted and/or collaborating organisations have deliberately not been willing (own source of income) or able (intellectual property rights) to share all the information requested in the questionnaire sheets.

General information about inclusion in sports in Spain

1. Youngsters (10 to 20 age old) with disabilities participating in sports.

Please state resources, data, figures (percentages of youngsters with disabilities participating in sports) with a brief overview of the data, and sources/references for that. Try to limit it to quantifiable data of participation of youngsters with disability in sport, if not possible refer to wider sources of information.

In Spain, the total number of people living in households who recognize that they live in a situation of disability is 3,847,900 - 59.8% are women.

Only 28.3% of the population with disabilities spent their free time doing some kind of physical exercise or sport.

However, although it is not practiced by the majority, physical exercise appears as the first option (with 23%) in the list of activities to which disabled people would like to dedicate their free time but cannot do so because of their disability.

There are also inequalities in these data in both cases between men and women: While 36.09% of disabled men devoted their free time to physical exercise, only 23.17% of women did so. On the other hand, the proportion of women who wanted to devote their free time to physical exercise was slightly higher than that of men (24.06% compared to 21.34%), showing once again how gender inequalities influence the inclusion of the disabled population.

We did not find specific datas to young people.

The federative licences are the only reference of sport practice and can be found in the Yearbook of Sport Statistics page 119 (see DOC1).

There is no division by age nor is there objective and quantifiable information on the practice of sport by young people with disabilities.

Resources

- Survey on Disability, Personal Autonomy and Dependency Situations (INE, 2008).
- State Database of Persons with Disabilities (IMSERSO, 2015)
- Survey on Social Integration and Health (INE, 2012)
- Employment of Persons with Disabilities (INE, 2015)
- Sports-statistics-yearbook-202

2. Legal Frameworks on inclusion of people with disabilities (in sports activities).

Please present the legal framework of your country for inclusion of people with disabilities (primary laws, dates they were issued)

The governing regulation of sport in Spain is

- Law 10/1990 of 15 October 1990 on Sport, the consolidated text of which is as follows - - Amendment 1 May 2015.
- and more recently the new Law 39/2022, of 30 December, on Sport (See DOC2)

According to the public assessments made by the Spanish Paralympic Committee (CPE) and the Spanish Committee of Representatives of People with Disabilities (CERMI), the new Law on Sport represents a major step forward in terms of sport for people with disabilities.

From a quantitative point of view, the 2022 Law on Sport makes 53 mentions of the word disability and 24 mentions of the word Paralympic.

Definition of inclusive sport according "Inclusive sport should be understood as any sporting practice that favours the inclusion of persons with disabilities in society, playing a relevant role those activities that provide for such joint practice between persons with and without disabilities, and always seeking equal opportunities and conditions between persons with and without disabilities in the field of sport".

Specific Articles on Persons With Disabilities

Article 6. Persons with disabilities and inclusive sport

Regarding Spanish sport federations, Article 34 makes it clear that there can only be one Spanish federation for each sport modality but includes an exception: "multi-sport" federations for persons with disabilities.

Article 7. Sports practice by minors.

1. The practice of sport by minors, their rights and needs, shall be the object of special protection by the public authorities. The sports entities subject to this law shall guarantee compliance with the rules of protection and guardianship of those persons, in accordance with the provisions of articles 47 and 48 of Organic Law 8/2021, of 4 June, on the comprehensive protection of children and adolescents against violence, especially those that require adopting the necessary measures so that the practice of sport and physical activity is not a scenario of discrimination based on age, race, disability, sexual orientation, sexual identity or gender expression, or any other personal or social circumstance, working with children and adolescents, as well as with their families and professionals, in the rejection of the use of insults and degrading and discriminatory expressions.

3. National strategy/ies on inclusion of people with disabilities in sports activities.

Please present the national strategy/ies of your country for integrating people with disabilities in sports (if this is linked to a legislature, please mention it).

The reference document in Spain is the Master Plan for Inclusive Sport (DOC3).

In addition to that specific doc, the Law on Sport 2022 (DOC2) has several articles related to the national strategy.

Article 14. Competences of the Consejo Superior de Deportes.

Among the competences that the law establishes for the Consejo Superior de Deportes, there is a specific one referring to the promotion of public policies to encourage the practice of sport by people with disabilities.

ab) To promote public policies to encourage the practice of sport by persons with disabilities, in collaboration with the rest of the Public Administrations, with the Spanish sports federations and with the associative movement of persons with disabilities, maintaining a transversal vision of the needs of these persons in all areas of sport.

Article 44. Sports modalities and specialities.

Chapter II of the Sports Act, on Spanish sports federations, establishes the nature, bodies and structure that these entities must have. Article 44 states that a sport modality can only be recognised to one single Spanish sport federation and that each Spanish sport federation will develop its activity in one single sport modality. However, it immediately introduces

some exceptions to this rule, including the fact that Spanish federations of sports for people with disabilities may develop more than one sporting modality within their scope of action.

Article 46. Minimum content of the statutes of Spanish sports federations.

A major contribution of the Law refers to the obligation for the statutes of sports federations to provide for the existence of a sports commission for people with disabilities in order to promote the practice of the corresponding sports modality among these people, preferably with an inclusive approach. This article refers to all sports federations, not only to those that have undertaken the process of integration of sportspeople with disabilities within them.

The statutes shall provide for the existence of equality commissions and commissions for the sport of persons with disabilities.

Article 90. Promotion of physical activity and sport for children and adolescents.

Within the framework of the competences of the Higher Council for Sport included in Article 14 of this Act, the promotion of physical activity and sport for children and adolescents shall be promoted through policies coordinated with other Administrations for the promotion of physical activity and sport under conditions of effective equality, with the aim of establishing and promoting public policies to encourage the practice of sport by minors in general and minors with disabilities in particular.

4. Skilled and Knowledgeable Staff.

Please mention if there is a provision by your country to train/educate coaches, teachers, physical educators about the unique challenges that students with disabilities face in sports. If there is one, please mention the provider, its duration, its main focus, the absolute numbers and percentages of people having undergone a training, etc.

Law on Sport of 2022 (DOC2)

Article 38. Technical sports personnel

Spanish sports federations shall provide for a specific programme of continuous training for technical staff to ensure their permanent updating and professional progress, adopting, where necessary, specific training for those who are going to carry out their activity with athletes with disabilities.

Article 54. Sports Development Programmes

The regulatory text specifies that the Sports Development Programmes - the instrument by which the Spanish sports federations and the Consejo Superior de Deportes agree on the objectives, sports programmes, form of financing and structures of their modalities - must necessarily reflect the modalities practised by persons with disabilities and a specific budget must be set aside for these modalities for persons with disabilities.

The Sports Development Programmes are the instrument by which the Spanish sports federations and the Consejo Superior de Deportes agree on the objectives, sports programmes, form of financing and structures for carrying out the sports modalities and specialities they have assumed, and must necessarily reflect the modalities practised by persons with

disabilities in the cases of integration foreseen in Article 6, in which a specific budget must be set aside for this modality of persons with disabilities

All Sports Development Programmes shall incorporate the effective consideration of the principle of equal opportunities, non-discrimination and universal accessibility for persons with disabilities in their design and implementation.

Article 34. Training curricula

The training programmes for sports technicians and other qualifications related to health in sport shall include specific provisions to ensure that teachers have the necessary knowledge of physiology, hygiene, biomechanics, nutrition, social sciences and other areas related to health, including the application of physical activity and sport in the treatment and prevention of illnesses, with special reference to the specific needs of women and men, minors, the elderly and persons with disabilities.

At present there are several training options of interest in relation to sport for people with disabilities

Degree studies in Physical Activity and Sport Sciences

The White Book of the Degree in Physical Activity and Sport Sciences¹³ places the subject referring to people with disabilities (which is called Physical Activity and Adapted Sport) as one of the four contents included in Physical Activity and Quality of Life, to whose knowledge a total of 12 ECTS credits are applied.

The other three contents that make up this subject are Assessment of physical condition, Prescription of physical exercise for health and Nutrition

and sport. This recognition has made this subject compulsory in most of the universities that offer these degree courses, although with some disparity in terms of the number of credits and contents in their academic guides. However, in a large number of them it only accounts for 2.5% of the total number of degree study plans (around 6 ECTS credits) and there are even cases in which it is not compulsory and, therefore, there is still no specific training in this area.

Some formal and Vocational Training Studies

The degree called Teaching and Socio-Sports Animation (TEAS) is a Higher Level vocational training study, whose curriculum is established by Royal Decree 653/2017, of 23 June, and which replaces the Higher Technician in Physical and Sports Activities Animation (TAFAD). This degree includes a module entitled Physical-sports activities for social inclusion, which consists of 60 hours (out of 2,000 of the total) and which is specific to people with disabilities. However, throughout the rest of the syllabus there is also a cross-cutting approach to disability, with small sections in different modules, such as "Inclusive leisure. The occupation of leisure time by people with disabilities" or "Architectural barriers and adaptation of facilities".LINKS

Máster Universitario en Actividades Físicas y Deportivas para la Inclusión Social de Personas con Discapacidad – UAM - [UAM - Centro Estudios Posgrado](#)

Curso Técnicos Deporte Adaptado (discapacidad intelectual)– FEMADDI - [Formación – FEMADDI](#)

Animación Físico-Deportiva Y Recreativa Para Personas Con Discapacidad (Afda0411) – SEPE (COMUNIDAD DE MADRID) - [Sede Electrónica del SPEE. Especialidad Formativa \(sepe.gob.es\)](#)

Curso Trabajo Motor en Niños con Trastornos Neurológicos y Discapacidad Intelectual – UNIR - [Curso en Discapacidad Intelectual Niños y Desarrollo Motriz | UNIR](#)

Programa INCLUYE-T – [PRESENTACIÓN | Incluye-T Blog \(wordpress.com\)](#)

Programa Deporte Inclusivo en la Escuela – Fundación Sanitas –

[DIE | Deporte Inclusivo en la Escuela \(deporteinclusivoescuela.com\)](#)

Formación Relevó Paralímpico – CPE –

[Relevó Paralímpico Com. Valenciana | Paralímpicos \(paralimpicos.es\)](#)

Formación FEDPC - [Federación Española de Deportes de Personas con Parálisis Cerebral y Lesión Cerebral \(fedpc.org\)](#)

5. Sport events (permanent/regular events: European and national scale) where people with disabilities are encouraged to participate (i.e., marathons).

Please refer the organizer, the frequency of the event, the number of people with disabilities that participate.

Article 11. Law on Sport 2022 (DOC2) State public interest in high-level sport.

This section includes among the high-level competitions that will be considered of state public interest those in which inclusive sport for people with disabilities is promoted.

In addition to those high-level competitions, those competitions in which inclusive sport, the participation of women in sport, training in values and fair play from grassroots sport, the preservation of nature through sport or any sporting event that responds to the values of sport in the 21st century that have to do with equality, participation and the improvement of physical, mental or emotional condition shall also be considered to be of public interest.

Article 79. Official competitions.

The Higher Council for Sport shall ensure compliance with calls for entries, participation, regulations and any other applicable rules in relation to official competitions, with regard to gender equality and disability.

Article 86. Responsibility of the organisers of official competitions.

The prevention of any kind of violence, racism, xenophobia and intolerance, as well as discrimination and incitement to hatred on grounds of sex, social class, racial, ethnic or geographical origin, religion, beliefs, disability, age, sexual orientation and identity and gender expression or any other

personal or social circumstance, under the terms established by their specific regulations.

All Spanish Sports Federations for Persons with Disabilities carry out their competitions for athletes with disabilities. The federations that within their competences have an adapted modality also hold championships for people with disabilities although not for all disabilities (examples: table tennis, cycling, triathlon...).

All the Spanish Sports Federations for People with Disabilities have different associated International Federations where disabled sportspeople participate: VIRTUS (intellectual disability), World Boccia (Boccia), World Para Swimming, World Para Athletics...

Examples of sporting events where people with disabilities have participated:

- [Comparte tu Energía. EDP - Comparte tu energía. EDP \(compartetuenergia.com\)](http://compartetuenergia.com)
- [Carrera Popular Madrid También Solidario • Fundación También \(tambien.org\)](http://tambien.org)
- [INRUN MADRID \(carreraspopulares.com\)](http://carreraspopulares.com)
- <https://juegosinclusivos.sanitas.es>
- Campeonatos "Todos Comunidad" – [Campeonatos "Todos Comunidad": Deporte inclusivo y adaptado | Comunidad de Madrid](#)

DOCUMENTS ATTACHED

- DOC 1- anuario-de-estadisticas-deportivas-2022
- DOC2- Ley del deporte 39/2022 30/12/2022
- DOC3- Plan Director del deporte Inclusivo

Best Practice in Spain #1:

Cross Boccia

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

Cross boccia, INCLUSIVE; SIMPLE; INDOOR AND OUTDOOR

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.

Intellectual and Developmental Deficits (IDD)- Motor Disabilities (MD) - Autistic Spectrum (AS)

2. Organization & Reference

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

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SPORTS4ALL GINÁSIO CLUBE PORTUGUÊS – Sport coordinator

3. Formal/Informal

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

Crossboccia is not part of formal education. It can be taught in clubs as well as in schools, and even at recreational level only. It is a modality that was developed on the basis of the Paralympic bocce modality.

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.

Individual game:

1. Boccia is a sport game played with the objective of accurately throwing or rolling balls to land as close as possible to a target ball.
2. The game is played between two teams or individuals, and each player takes turns throwing their balls.
3. The target ball, known as the jack or pallino, is initially placed at a predetermined location on the playing area.
4. Players must throw or roll their balls with the aim of getting them as close to the jack as they can.
5. Players can choose to throw or roll the ball based on their personal preference and strategy.
6. The player or team with the ball farthest from the jack gets to throw their next ball.
7. Players must maintain their position within a designated throwing area while making their throws.

8. The game continues until all the balls have been thrown.
9. Points are awarded based on the proximity of the balls to the jack. The closest ball earns the most points, while the balls farther away receive fewer points.
10. If a player intends to throw their ball at a specific target, such as an object or rail, they must announce it beforehand. If the player fails to execute the announced combination, their ball does not score points.
11. The player with the highest score from the previous round starts the next round by throwing the ball to any point.
12. In case of a tie ("Draw") where multiple players are at the same distance from the jack (or Marker), points are awarded to the players who achieved them. Additionally, "Kills" and "Combos" can also earn points.
13. The game ends when a player reaches a score of 13 points. However, they must have a minimum of two points more than the player in second place (e.g., 11-13 or 12-14).
14. The match is concluded when a player or team wins two games.
15. The player or team with the highest score at the end of the game is declared the winner.

For team rules and more information, visit www.crossboccia.com

YOUTUBE VIDEO

https://youtu.be/tqBTlxWK_eg

(in english)

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.

Intellectual and Developmental Deficits and Autistic Spectrum (AS): simplification of the rules: counting of points; description of the type of moves.

Motor Impairment - choice of accessible field

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.

Currently, there is no established organization in Portugal that is responsible for implementing crossboccia. The FPDD (Portuguese Federation for Disability Sports) undertakes dissemination efforts targeting schools and institutions. However, crossboccia has not been integrated into the physical education curriculum of schools. Nevertheless, teachers have the option to explore its implementation within their classrooms.

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.

Article 79 of the Constitution of the Portuguese Republic of 1976 enshrines the right to physical culture and sport for all, an aspect reinforced by article 1 of Law 30/2004, of 21 July 2004 - Fundamental Law of Sport - which assumes sport as an indispensable factor in the formation of the person and in the development of society, dealing especially with the

practice of sport by citizens with disabilities, as can be seen from the determinations contained in articles 5, 26, 32, 70 and 82.

Similarly, **Act No. 38/2004 of 18 August 2004**, the Basic Act on the Prevention, Rehabilitation and Integration of Persons with Disabilities, refers to the value of sport for citizens with disabilities, in particular with regard to sport and recreation as habilitation and rehabilitation measures (Article 25). Furthermore, it states that "it is incumbent on the State to adopt the specific measures necessary to ensure access for persons with disabilities to the practice of sport and the enjoyment of leisure time" (Article 38), including access to the practice of high-level sport (Article 39).

In addition, the Resolution of the Assembly of the Republic No. 56/2009 approving the Convention on the Rights of Persons with Disabilities, adopted in New York on 30 March 2007

Article 30- Participation in cultural life, recreation, leisure and sport

5 - With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures to:

- a. Encourage and promote the participation, to the maximum extent possible, of persons with disabilities in mainstream sporting activities at all levels;
- b. Ensure that persons with disabilities have the opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
- c. To ensure that persons with disabilities have access to sporting, recreational and tourism facilities;
- d. To ensure that children with disabilities have equal access with other children to participation in play, recreation, leisure and sporting activities, including activities in the school system;**

- e. (e) To ensure that persons with disabilities have access to the services of those involved in the organization of recreation, tourism, leisure and sporting activities.

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.

Crossboccia is a very safe and easy sport to implement in any club, school or institution for people with disabilities.

It will only be necessary to acquire the specific ball kits and know the rules to put it into practice. As described in the rules, it can be played anywhere, with no specific dimensions.

For players with Intellectual and Developmental Deficits and Autistic Spectrum, it may be necessary for the instructor/teacher to guide the game, as athletes may have difficulty understanding the rules and scoring.

For players with Motor Impairment, it may also be necessary to help athletes move around if they travel in a wheelchair and are unable to do so autonomously.

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.

Given the nature of the modality, and in accordance with the above, no specific resources or adaptations - apart from the simplification of the rules - are necessary to implement the activity among disabled populations. The game is fully inclusive!!!

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.

Basically, the strategies used with all participants are positive reinforcement and the involvement of everyone in the preparation and development of the games.

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.

There are currently no objective methods to assess this practice.

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.

1. Introduce sport in their regular activities;
2. Assign tasks to all stakeholders;
3. Give autonomy and responsibilities to students - with or without disabilities - in the choice of balls, equipment, the space where to play;
4. Create a method to evaluate the teams accordingly: number of games, number of points, victories and team consistency;
5. Organise tournaments where students can also participate in their organisation;
6. Create a crossboccia club

Best Practice in Spain #2

Polybat

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

Polybat and motor disability; inclusive; ability

1. Type of Disability

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

Specially developed for Motor Disability (MD), although it can be played by all people, with or without disabilities.

2. Organization & Reference

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

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Polybat is a modality, which in Portugal, is under the tutelage of PCAND - Parálisis Cerebral, National Sports Association. Rua Nova do Casal dos Vagares nº 42 3030-141 Coimbra Telephone: +351 239 780 436; Fax: +351

239 780 437; Telemóvel: +351 969 661 488 Email (Serviços Administrativos): geral@pcand.pt

www.pcand.pt

3. Formal/Informal

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

Polybat is not part of formal education. It can be taught in clubs as well as in schools, and even on a recreational level only.

Polybat aims to respond mainly to the sporting needs of people with disabilities. It contributes to the development of conditional and coordination skills such as strength, speed, endurance, reaction capacity, adaptability and motor learning ability, among others. - It appeared in the mid-1980s, at Nottingham Trent University (England);

- Based on table tennis, Polybat was created by a Physical Education teacher and a group of students from the Adapted Sport discipline.

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.

Polybat is a table tennis-like game designed specifically for individuals with disabilities, including those with mobility impairments. The game incorporates adaptations and modifications to ensure inclusivity and accessibility. Here are the rules, adaptations, and features of Polybat:

1. Court and Equipment:

- Polybat is preferably played on a table tennis table without a central net.
- Tables are placed on the sides of the table with a height of 10 cm to prevent the ball from going out of bounds.

- Players use a rectangular racket designed specifically for Polybat to push or hit the ball from one side of the table to the other.

2. Goals:

- The objective is to score 11 or 21 points by preventing the ball from crossing the end line on your side.
- A point is scored when the ball exceeds the top of the table on the opponent's side or in the case of an opponent's infringement.

3. Rules of Sporting Discipline:

- Depending on the type of competition, games may be best of three or best of five halves.
- Each set can be played until one of the players or pairs reaches 11 points (short game) or 21 points (long game) without the need for a difference of two points to determine the winner.
- A coin toss is conducted before play begins to determine the first serve and sides for the first half. Subsequent halves follow an alternating order determined by the toss. In case of a tie, a new draw is made.
- Individual players serve two consecutive serves, regardless of who wins the previous point. In pairs, each player serves once, starting with the player on the right side of the table. The serve must be made from the center of the service line.
- The ball must hit one of the side tables before the opponent returns it during the serve (except in class 1).
- The ball must remain in contact with the table during play.
- Players are only allowed to touch the ball with the racket.
- Players may block or manipulate the ball with the racket, but stopping it is not allowed. The ball must touch one of the sides on the return.
- Points are scored in various situations, including when the ball legally crosses the opponent's end line, the opponent intentionally contacts or handles the ball, the opponent returns the ball in front of the service line, the ball reaches a height of more than 10 cm (height of the side tables), the ball bounces back to the opponent's side after

being played, the opponent makes more than three consecutive touches, the opponent serves without the ball touching the side tables (except in Class 1), the opponent returns the ball directly without it touching the side tables (except in Classes 1 and 2), or the opponent completely immobilizes the ball with the racket during a rally.

- Time deductions are not allowed during an end, except in cases where medical assistance is required.
- A 1-minute interval is given between each end, during which athletes may receive instructions from coaches.

Polybat incorporates these adaptations and modifications to create an inclusive and engaging game for individuals with disabilities, allowing them to actively participate in a sport that suits their abilities.

YOUTUBE VIDEO

<https://www.youtube.com/watch?v=IxsWLOPA1Gk&pp=ygUQcG9seWJhdCBwb3J0dWdhdA%3D%3D>

[manual de polybat - projeto inr 2021.pdf \(pcand.pt\)](#)

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.

RANKING

Sport classification is the division of athletes eligible for a particular competition into classes or divisions according to their functional ability. This procedure helps to provide fair practice for all. **SPORTS CLASSES**

CLASS 1:

Wheelchair players with very reduced range of motion, difficulty in regaining midpoint after hitting the ball. Non-functional lower limbs. Difficulty covering the full width of the table, anticipating the movement

of the ball and orienting the racket on the table. Essentially defensive players, who need to control the ball with one or two touches before returning it to the opponent;

CLASS 2

Players in wheelchairs or who require mobility aids such as walkers or Canadians. Upper limbs with severe to moderate limitation. Sufficient range of motion to cover the full width of the table, but slow. Incomplete grip. Able to anticipate movement and recover mid-point. Controls the orientation of the racket in relation to the table. Able to perform defensive and offensive actions;

CLASS 3

Players in wheelchairs or standing, if functionality permits. Range of motion to cover the full width of the table, as well as forward displacement. Able to anticipate ball movement and recover vertical position, may have to use the table for support. Can perform quick gestures to return the ball;

CLASS 4

Players who walk without walking aids. They have dynamic balance difficulties and may have to use the table for support. They have some limitations in arm movement control, good grip. They anticipate and perform fast movements with intentional changes of direction. This class is mainly for children and young people with Special Educational Needs and intellectual disabilities.

NOTE: In school terms, pupils with other types of disability may also participate and will be integrated into the class that best suits their characteristics. Whenever a player plays in a wheelchair, his opponent must also play seated, even if he is not a wheelchair user.

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.

FEDERAÇÃO PORTUGUESA DE DESPORTO PARA A PESSOA COM DEFICIÊNCIA

PARALISIA CEREBRAL – ASSOCIAÇÃO NACIONAL DE DESPORTO

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.

Article 79 of the Constitution of the Portuguese Republic of 1976 enshrines the right to physical culture and sport for all, an aspect reinforced by article 1 of Law 30/2004 of 21 July 2004 - Fundamental Law of Sport - which assumes sport as an indispensable factor in the formation of the individual and in the development of society, dealing in particular with the practice of sport by disabled citizens, as can be seen from the provisions contained in articles 5, 26, 32, 70 and 82.

Similarly, Act No. 38/2004 of 18 August 2004, the Basic Act on the Prevention, Rehabilitation and Integration of Persons with Disabilities, refers to the value of sport for citizens with disabilities, in particular with regard to sport and recreation as habilitation and rehabilitation measures (Article 25). Furthermore, it states that "it is incumbent upon the State to take the necessary specific measures to ensure access by persons with disabilities to sport and leisure activities" (Article 38), including access to high-level sport (Article 39).

Furthermore, the Resolution of the Assembly of the Republic No. 56/2009 approving the Convention on the Rights of Persons with Disabilities, adopted in New York on 30 March 2007

Article 30- Participation in cultural life, recreation, leisure and sport

5 - With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures to:

- (a) Encourage and promote the participation, to the maximum extent possible, of persons with disabilities in mainstream sporting activities at all levels;
- (b) Ensure that persons with disabilities have the opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
- (c) To ensure that persons with disabilities have access to sporting, recreational and tourism facilities;
- (d) To ensure that children with disabilities have equal access with other children to participation in play, recreation, leisure and sporting activities, including activities in the school system;
- (e) To ensure that persons with disabilities have access to the services of those involved in the organization of recreational, tourism, leisure and sporting activities..

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.

Material resources required

Facilities: To be practised in a place with no obstacles to the carrying out of the movements - the ideal measurements for the competition should guarantee a free area of 3.00 metres counted from each top of the table and 2.00 metres counted from each side face.

Materials: Table with official measurements: 1.52 m wide by 2.74 m long, with sufficient height to facilitate access for a wheelchair (preferably a table tennis table without a hammock); The service line must be marked with a tape, parallel to and 36 cm from the end line: - The table must allow for good wheelchair mobility; - Side tables are 10 cm high and may not take up more than 3.5 cm of the table width, at each edge.

Racket: - The total impact surface area may not exceed 180 cm²; - Maximum length of 30 cm including the handle; - The ends should be rounded and covered with foam to protect the table surface.

Ball: - It is proposed to use a golf starter ball; - Other alternatives are possible, and non-bouncing balls are preferred. Plastic or wooden table protectors/tables: - They should be 10 cm high and cover the sides of the table with no more than 3.5 cm on each side of the usable playing area.

NOTE: The play area shall be reduced by changing the angle of the side tables in the following situations: In Division 1, the length of the end line is reduced by 20 cm on each side (end line with 112 cm, instead of 1.52 m); In Division 2 the length of the end line is reduced by 10 cm on each side (end line with 1.32 m instead of 1.52 m)

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.

Strategies For Initiation into The Modality

- Promote inclusion by playing in pairs;
- Use larger racquets and balls;
- Anyone who can play on their own feet can do so by marking the playing space on the floor. In this case, the opponent, if not playing in the same way, should be someone who can sit on the floor;
- Use targets (light balls or pins), large, at short distances and very close to each other; Height of the sides: 10cm Service line marked on the table with tape 36cm from the bottom of the table. Middle line of court division
- Whoever is not playing, can operate the scoreboard; catch balls that fall to the ground, if necessary using long tongs; reposition targets in the starting position; encourage colleagues to do better; when in a group, encourage your team;
- In an inclusive environment, practitioners with greater motor skills when playing with others of lesser ability should be encouraged to hold the racket with the non-dominant hand;
- In an inclusive environment, everyone should have a task.

NOTE: All adaptations that facilitate both accessibility to the practice of the modality and inclusion may be made. Here are some examples: - The use of sticky materials that fix the handle of the racket by hand, or the use of gloves, such as football net storage gloves, to replace the racket; - When there is no grip or possibility of using the upper limbs, small gutters can be

used, which allow the ball to slide with some speed to reach the top of the board on the opponent's side

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.

The most effective strategies are those that promote the participation of all educational actors in the preparation and development of the game. Providing responsibilities to students, teachers and assistants, involving them in decision making seems to be effective in increasing participation, acceptance and inclusion.

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.

For the time being, no objective assessment procedures are carried out.

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.

- 1.** Introduce sport in their regular activities;
- 2.** Give autonomy and responsibility to students - with or without disabilities - in the choice of balls, equipment, the space where they play;
- 3.** Create a method to evaluate teams accordingly: number of games, number of points, victories and consistency of the team;
- 4.** Organise tournaments where students can also participate in their organisation;
- 5.** 5. Create a polybat club

Best Practice in Spain #3

Badminton

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

Inclusive badminton; Inclusion in sport; Disability and sport; Inclusive physical activity; Equity in physical activity

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 activities are open to all people with physical, intellectual and sensory disabilities, within the limits that allow the practice of badminton. For example, it is not possible for blind people.

2. Organization & Reference

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

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The adoption of a model of inclusion in badminton was initiated by the club in 2011 and has been improving the model ever since, extending it to all

activities, including the Municipal Schools in collaboration with the Madrid City Council.

- <http://www.leucemiaylinfoma.com/noticias/campeonato-de-badminton-inclusivo-popular-san-isidro-2019/11320/>
- <https://www.periodicohortaleza.org/el-badminton-juega-en-hortaleza-por-la-integracion/>
- <https://vencerelcancer.org/campeonato-badminton-popular-san-isidro-2015-madrid/>
- <https://badmintonmadrid.es/nuevo-torneo-de-badminton-inclusivo-a-nivel-escolar-en-el-distrito-de-chamartin/>
- <https://www.facebook.com/badmintoninclusivo/>
- <https://sportuniverse.com/clubbadcham>

3. Formal/Informal

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

Informal education.

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.

Inclusive badminton is a way of understanding sport without exclusions, which tries to incorporate people who have reduced mobility and therefore have difficulty reaching distant points on the badminton court or moving fast enough. The aim is for them to participate in both training sessions and competitions with the rest of the players. To this end, criteria should be adopted to facilitate their participation in all badminton activities. It is

not, therefore, a new form of badminton, nor is it intended to be a new form of badminton.

Its aim is to facilitate and promote the adoption of a model of sporting practice that allows people with reduced mobility to participate in regulated and non-regulated competitions, within the different age categories and incorporated into the competition tables set by each competition and facilitating what is our motto:

"BADMINTON WITH EVERYONE AND FOR EVERYONE".

Inclusive badminton is therefore by no means a competition for and among persons with reduced mobility, as in this case there are already adapted badminton or parabadminton and "specialolimpics" competitions. The aim is to ensure the participation of people with reduced mobility in badminton activities by mitigating the differences due to lack of mobility.

The adaptations focus on

- the dimensions of the badminton court for the player with a disability due to lack of or reduced mobility,
- the necessary support for players with intellectual disabilities.

The rules are practically unchanged except for those referring to the dimensions of the court for players with reduced mobility.

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 practically only variation is the size of the court for people with reduced mobility.

The two main premises for setting the size of the court are to avoid the risk of falls for the players and to make the challenges of the competition as equal as possible. Accordingly, the possibilities for reducing the size of the court surface are marked with the shaded playing area. Each option is chosen according to the possibilities of reaching the shuttlecocks when moving and moving the arms. No differentiation is made for the use of wheelchairs, as in this case the player must fit into any of the options indicated, taking into account the player's ability to handle the chair.

In doubles and mixed doubles matches, these court boundaries are maintained for players with reduced mobility. The person forming the pair who does not have any limitation in their movements, will play on the entire court surface, unless, if so agreed prior to the match, the area or areas of the court not valid for the game of the player of the pair who has reduced mobility are also excluded.

The size of the playing court for each participant will be determined prior to the matches by the organisers, who will take into account the degree of recognised disability and their limitations in reaching the limits of the playing court. This will be established during the warm-up phase in each modality. It is very important to establish the limitations for each player. Experience will gradually define the causes more concretely in order to be able to transfer them clearly to the rules.

In any case, the two premises already mentioned of 1) avoiding the risk of falls and 2) not eliminating competitiveness in the matches, are the ones that must always guide the fitting of each player in the reduced dimensions of the court.

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.

People who have taken part in the club's activities and have enabled the modifications to be made in the search for fairness in the practice of Badminton:

- Eladio Caneda Pereira (29/09/1065). Physical disability hemiplegia. Started in 2009.
- Bosco Ling González (20/05/2000). Intellectual disability (ASD). Started in 2011.
- Adriana Rissi García (28/03/2002. Sensory disability (hearing) She started in 2011, she trains at the CEDT of Barajas.
- Gonzalo Fernandez Descalzo (18/12/2001) Physical disability. Started in 2011. - Deceased.
- Enrique Rispa Ramírez (01/03/1981), Physical disability, orthopaedic leg joined in 2017. - Deceased.
- Mael Costalago Falagan (21/05/2013) Physical disability, Achondroplasia - short stature, joined in 2022.
- Dario Andrada Valverde (27/11/2012) Intellectual disability (ADHD) started in 2022.
- Diego Sánchez Sánchez (12/01/2011) Physical disability (heart transplant) started in 2022.
- José Luis Rosario Sánchez-Simon (05/04/1972), Physical disability, wheelchair started in 2022.
- Fernando Álvarez Ortiz de Urbina (17/11/1973), Physical disability, wheelchair started in 2022.

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.

The Inclusive Badminton Training Manual of the B4ALL project is followed. ISBN 978-84-09-29081-9

chrome-

extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ec.europa.eu/programmes/erasmus-plus/project-result-content/bdc92985-473a-482b-95d1-06547fedeffc/2_Manual_Formaci%C3%B3n_B%C3%A1dminton_Inclusivo_Proyecto_B4ALL_(Ingl%C3%A9s).pdf.

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extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.deporteinclusivo.com/wp-content/uploads/2020/09/Info-Formaci%C3%B3n-B4ALL-1-1.pdf

<https://www.paralimpicos.es/noticias/la-plataforma-online-badminton-all-pone-disposicion-de-clubes-y-entidades-formacion-para>

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.

See Inclusive Badminton Training Manual. B4ALL.

Unit 3. Badminton and disability. Implications for inclusive competition

Adaptations for inclusive competition according to the needs of players with disabilities: rules, materials, communication.

1. introduction
2. search for fairness and lack of risk
3. adapting the size of the track
4. considerations for other adaptations
5. bibliography
6. electronic sources

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.

See Inclusive Badminton Training Manual. B4ALL.

UNIT 4. Management and adaptation of the inclusive environment

Topic 4.5. Inclusive Badminton as Physical Education content.

1. introduction
2. main barriers in school sport inclusion
3. facilitating strategies for inclusive badminton in school (by types of disability)
4. disability simulation as a necessary methodology to raise awareness among schoolchildren.

5. bibliography

6. electronic sources

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.

UNIT 5. Real participation in inclusive badminton activities.

LESSON 1. Practice in Introduction to Badminton in a disability setting.

1. introduction
2. organisation and duration of the training session.
3. functions to be carried out in the internship for each professional profile.
4. to know more
5. bibliography
6. self-evaluation of the internship.

LESSON 3. Inclusive badminton competition

1. introduction
2. organisation and duration of the internship.
7. functions to be carried out in the training session by each professional profile.
8. further information
9. bibliography
10. self-evaluation of the internship.

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.

Inclusive badminton satisfaction questionnaire.

The aim of this questionnaire is to find out the degree of satisfaction of the participants in each of the activities carried out, specifically the introductory days, training sessions and competitions. The questionnaire is completely anonymous and addressed to participants, family members and spectators of the activity.

The data requested are:

1. Type of activity: training day or competition.
2. Gender: female, male
3. Age group
4. Details of the activity: name, date, city and venue.
5. Profile of the participant: with or without disability.
6. Role played in the activity if not a participant: Volunteer, family member, technician, spectator.
7. Observations

The questions are evaluated from 1 to 5, with 1 being "completely disagree" "Not at all satisfactory" and 5, "completely agree" "Very satisfactory" depending on each case, taking as a reference the organisational aspects and materials used, factors related to the technicians and people who led the activity, the duration of the activity, as well as the level of satisfaction of the participant.

The questions are:

- Proximity of the installation to your home.
- Quality of the installation used (cleanliness, lighting, etc.).
- The materials used are in good condition.
- The technicians and the people who led the activity were helpful when needed.
- The explanations were clear.
- The technicians and the people who led the activity gave you security and confidence when doing the exercises.
- The duration of the activity is appropriate.
- The duration of the activity is not long enough.
- The duration of the activity is excessive.
- You found the activity satisfactory.
- I would like to repeat.
- The activity is a novelty.

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.

1. Introduce sport in their regular activities;
2. Give autonomy and responsibility to students - with or without disabilities - in the choice of balls, equipment, the space where they play,...;

3. Create a method to evaluate teams accordingly: number of games, number of points, victories and consistency of the team;
4. Organise tournaments where students can also participate in their organisation;
1. 5. Create a polybat club

Best Practice in Spain #4

Padel

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

Padel; inclusive training for children

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.

Any type of intellectual disability.

2. Organization & Reference

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

FEDERACION DE PADEL DE LA COMUNITAT VALENCIANA

CURSO DE DI PADEL EN EL COLE, AREA 6 (PADEL ADAPTADO) CURSO

ENTRENADOR DE PADEL NIVEL 2

Oscar Ruiz López

- 00.34. 610686518
- formacion@padelcv.com,
- Responsable de formación y padel adaptado Federación de pádel de la Comunidad Valenciana

3. Formal/Informal

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

The course Di pádel en el cole is an informal training that is given to graduates in padel level 1 (regulated), it is also given in the padel level 2 trainer course which is a regulated training in the area of adapted padel.

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.

This practice provides theoretical and practical training for including children with intellectual disabilities to padel. It covers communication tools, teaching methods, and adaptations of padel regulations for individuals with motor and cognitive challenges. The practice covers tips on adapting padel regulations to students with disabilities.

1. Court Dimensions: The padel court is rectangular and measures 20 meters in length and 10 meters in width. It is divided into two halves by a net.
2. Walls and Fences: The court is surrounded by walls and/or fences, usually made of glass or similar transparent materials. The walls are considered part of the playing area, and the ball can bounce off them during play.
3. Scoring System: Padel is typically played in sets, and each set consists of games. The scoring system follows traditional tennis scoring, where points are counted as 15, 30, 40, and game. If the score reaches 40-40, it is called "deuce," and players must win two consecutive points to win the game. A set is won by winning six

games with a margin of at least two games. If the set reaches 6-6, a tiebreaker is played to determine the winner of the set.

4. **Serve:** The serve is underhand and must be hit diagonally into the opposite service box, similar to tennis. The server must stand behind the baseline and hit the ball below waist level. The ball must bounce in the server's own service box before crossing the net.
5. **Double Bounce Rule:** In padel, after the serve, both the serving team and the receiving team must let the ball bounce once before returning it. Once the ball has bounced, it can be played off the walls or directly. After the first bounce, the ball can be volleyed (without bouncing) by either team.
6. **Net and Let:** If the ball hits the net during a serve and lands in the correct service box, it is considered a let, and the serve is replayed. During rallies, if the ball hits the net and continues into the opponent's court, the rally continues.
7. **Faults:** Several faults can occur during play, such as a failure to serve the ball diagonally, stepping on or over the baseline during the serve, or touching the net with the body or racket. These faults result in the loss of a point.
8. **Crossing the Net:** Players are allowed to cross the net into their opponent's side to play a ball as long as they do not hinder their opponent's play or touch the net.
9. **Equipment:** Padel is played with solid paddles/rackets made of composite materials, and the ball used is similar to a tennis ball but slightly smaller and with less pressure. Proper footwear, typically non-marking soles, is required on the court.

10. Doubles Play: Padel is often played in doubles, with two players on each team. The serve is done diagonally, and the receiving team can decide which player returns the serve.

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.

Different balls are used based on the motor skills of the players, ranging from low-pressure and larger balls to standard game balls. Mini nets are employed to reduce space and make tasks easier, while floor markings help with understanding technical concepts like turning sideways. The level of disability determines the variations in gameplay. In the first level, there are no variations. In the second level, the ball can bounce twice. In the third level, a facilitator or coach can touch the ball once during a point to position it for one of the players to hit, and there is no limit to the number of bounces until the ball rolls or stops on the ground. At the lowest level, hitting tests are conducted since the players are unable to grasp the game concept.

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.

Padel Federation of the Valencian Community as the organisation of the activity and as part of the Di pádel en el cole project, special education centres in the Valencian Community as well as the technicians trained specifically for them

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.

None

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.

When working with individuals with certain disabilities in padel, it is important to consider that they will only have the paddle in hand when they are actively hitting the ball, not when they are waiting. This is due to the nature of the activity and the paddle used.

In addition to this, educators need to prioritize safety when adapting padel for students with intellectual disabilities. Some key considerations include ensuring proper equipment is used, creating a suitable playing environment that minimizes risks, and providing clear instructions and guidance to prevent accidents. It is also important to assess the individual capabilities of each student and make necessary adaptations to accommodate their needs and abilities.

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.

An innovative material is a paddle of very low weight (220gr) manufactured by the FPCV and regulatory dimensions, which facilitates its mobility especially in low motor levels, increasing the possibility of success in hitting, as well as low pressure balls, adaptations of the rules such as double bounce, or continuous play, until the ball stops bouncing, facilitate the success of the disabled athlete.

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.

/

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.

Teachers can employ various strategies to assess the extent to which basic goals are achieved when adapting padel for children with intellectual disabilities. These may include:

1. Observation: Teachers carefully observe the children during padel sessions to assess their progress in meeting the basic goals. They observe their motor skills, understanding of the game concepts, ability to follow

instructions, and overall engagement in the activity. It is very important to mingle students without disabilities with the ones that have a disability.

2. Individualized Assessments: Teachers may conduct individual assessments tailored to each child's specific needs and abilities. These assessments can help identify the child's strengths, areas for improvement, and the extent to which they have achieved the basic goals set for them.

3. Performance Evaluation: Teachers may use performance evaluation methods such as structured drills, mini-games, or simulated match situations to assess the child's performance and progress. They can track improvements in specific skills, such as hand-eye coordination, paddle control, and understanding of game strategies.

4. Feedback from the Child: Teachers also value the input of each child. They encourage open communication and provide opportunities for the child to express their feelings, preferences, and perceptions of their progress in padel.

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.

- Effective communication with athletes with intellectual disabilities, especially regarding technical instructions, should be tailored to each individual. While working in a group, it is important to recognize that different disabilities may require different communication channels.
- When designing practice activities, it is crucial to ensure that they are appropriate in terms of difficulty. This helps prevent frustration and promotes motivation among the athletes.
- Avoid pre-setting barriers or limits for individuals with intellectual disabilities. Instead, allow them to determine their own abilities and progress at their own pace.
- Whenever possible, it is beneficial to have a personal cognitive report for each athlete. This allows for methodological adaptations that are specifically tailored to their level of understanding.
- Assign peer partners or buddies to students with intellectual disabilities during training sessions and matches. These partners can provide guidance, support, and encouragement, promoting social interaction and fostering a sense of belonging.
- Simplify the scoring system by using visual markers or simple scoring methods. Break down the scoring process into smaller steps and provide visual cues to help students with intellectual disabilities understand and keep track of the score.
- Organize inclusive padel competitions or friendly matches where students with intellectual disabilities can participate alongside their peers. Ensure that the competition is structured to accommodate their abilities and provide a supportive and inclusive environment.

Best Practice in Spain #5

Pickleball

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

1. TO KNOW PICKLEBALL

2. TO TRAIN the professionals and then the sportsmen and sportswomen.

3. TO PARTICIPATE in days, tournaments, Opens, Open Doors etc. INCLUSION

4. DISSEMINATE the sport

5. CREATE the 1st Pickleball Inclusive Intergenerational School.

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 sport is presented to people (athletes) with physical disabilities and intellectual disabilities giving priority to athletes who already have experience in the world of the racket or paddle.

IDD: These are all types of disabilities that occur in time when you develop. That is, before the age of 22.

Some of these disabilities are intellectual disability itself and autism spectrum disorders. We also call them ASD - cerebral palsy.

These types of disabilities need similar supports to those needed by people with intellectual disabilities.

A physical disability is a disability that occurs when a part of the body is missing or has very little left, which prevents the person from functioning in the conventional way.

2. Organization & Reference

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

Fundación Alas Madrid y Asociación española de Pickleball
Concha Delgado, Tel 0034 675089376
delra.pick@gmail.com

In charge of the sport inclusive department in Pickleball Spain and director of the intergenerational school created by the Alas Madrid Foundation (a centre with the Community of Madrid), in collaboration with the Madrid City Council.

3. Formal/Informal

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

Unformal but The School is created by the Alas Madrid Foundation (a centre with the Community of Madrid), in collaboration with the Madrid City Council.

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.

Key questions:

- What do we want to achieve?
- Why do we support, spread, teach and practice this sport?
- Where do we come from and what is our project?
- Where are we heading?
- What to do when we meet a person with a disability who wants to play pickleball?

Objectives and contents:

To get to know Pickleball, characteristics and possible implementation.

To achieve this objective, two weekend sessions were held in the sports facilities of Bustarviejo for 20 PDI.

The participants were introduced to the sport and the following conclusions were drawn:

- a. In less than 5 minutes the athletes were already hitting the ball with the paddle.
- b. The sport was adapted to the abilities of the athletes and they were able to play it at their level.
- c. It had a high level of motivation and low frustration.
- d. It becomes a lure for the people who play it.

- To train professionals in the sports area.
- The sports coaches take the Pickleball Instructor Course given by the Spanish Pickleball Association, obtaining the necessary qualifications and knowledge to be able to teach it.
- Set up the Wings Madrid Pickleball team.
- The first pickleball team is created in which only PDI trained in the facilities of the CDM. Moratalaz.
- To make the Pickleball team known outside the Foundation.
- The team attends all the open days organised by both the Spanish Pickleball Association and the Madrid Pickleball Association and the team starts to play a good role.
- Check the viability to compete.

- Inclusive pairs are formed, athlete with instructor, to participate in competition by attending pickleball association tournaments.
- Consolidation of the inclusive competition pair.
- Collecting the results of all the events in which they participate, it is decided that the pair that has obtained the best scores will launch themselves professionally into the world of competition, starting their training at the Pickleball School of the CDM Elipa, with Daniel Hernándo, one of the highest authorities on pickleball in Spain, as their coach.
- Spreading Pickleball in a social and inclusive way: Participation in national and international competitions.
- In 2018 the couple formed by a woman with Down syndrome (Carmen López Abete and a 56-year-old woman compete in the International Open of Amstedam and get the bronze medal in their level.
- In September of the same year, they participate in the Spanish Open in Spain and in the following years until the pandemic, they make this sport known in an inclusive way in other countries such as Germany and Italy.
- Creation of the "Inclusive Intergenerational School".
- The results obtained are known by public entities such as the Madrid City Council, Community of Madrid, etc., and they start to recognise and support pickleball as an inclusive sport.
- The elaboration and presentation of an inclusive project leads to the creation of the first municipal inclusive pickleball school in Madrid.



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 Intergenerational and Inclusive Pickleball School is the only school that promotes that the age and ability of the participants is not an impediment to participate. With this we do not want to say that everyone can practice pickleball, but we want to demonstrate, and we have demonstrated that everyone who can and wants to do sport has a place in this school. At the moment the school runs two days a week in the morning and afternoon. There are 54 places available, all of which have been filled and there is a waiting list.

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 Intergenerational and Inclusive Pickleball School is the only school that promotes that the age and ability of the participants is not an impediment to participate. With this we do not want to say that everyone can practice pickleball, but we want to demonstrate and we have demonstrated that everyone who can and wants to do sport has a place in this school.

At the moment the school runs two days a week in the morning and afternoon. There are 54 places available, all of which have been filled and there is a waiting list.

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.

The programme that we have developed up to the implementation and operation is fully based on these rights. We have already mentioned that for pickleball to be practised, it must be based on the accessibility of the participants in an integral way.

We would also like to add a point that we would like to emphasise: Quality of Life.

Quality of Life is made up of several dimensions:

- a. Interpersonal Relationships
- b. Emotional Well-being
- c. Personal Development
- d. Justice, Rights
- e. Social Inclusion
- f. Self-Determination
- g. Material Well-being
- h. Health and Physical Well-being

If we look at these dimensions, we realize that through this sport, which is easy, fun, accessible, with low frustration, etc., we are providing the participants with these dimensions to improve their sporting and therefore social life.

The Intergenerational Inclusive Pickleball School is the result of setting up a whole project of INCLUSION in all its dimensions and making real

through this sport that people, regardless of their condition, can play, have fun and compete all together and without exclusion.

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.

The training of the professionals who teach Pickleball is fundamental at a technical, pedagogical and methodological level. That is why certain aspects must be taken into account:

People with disabilities have some difficulties to function in their daily life:

1. Difficulty in the development of their social and intellectual skills, which is why we professionals will try to explain the technical and tactical aspects of the proposed exercises using simple language and explanations that are not childish and accessible to each of their abilities. It is essential that we check that the person understands what we are asking them to do. To do this we can ask them to verbalise or show what we are asking for.
2. Difficulty in relating to others. It is important that the person carries out the sessions or exercises with different partners or teams.
3. Difficulty in language. We must be patient and not answer for the person we are asking or finish the sentences for them. Give time to respond both verbally and physically in all the actions to be carried out.
4. Difficulty in learning, understanding and communication. The progression of the exercises must be in accordance with the learning

capacity in order to allow time for the internalisation of all types of content. Constant communication without giving too much information.

5. Hearing difficulty that can lead to apathy and isolation. We will always give explanations in front of the person, preventing them from losing their field of vision with us when we move.

For all these reasons, it is essential to make the environments accessible and therefore provide the necessary support. Athletes with physical disabilities must have mobility that allows them to move around or a good use of the wheelchair adapted for the sport.

In the rules there are two adaptations for athletes in wheelchairs:

- Before hitting the ball, it can bounce twice.
- The back wheels of the chair are considered to be the player's feet and the front wheels can therefore be in the ZNV zone.

The programming of the sessions or training sessions will be adapted to the people we are working with. The technical exercises with small progressions and with different materials for a better adaptation of the objective we want to achieve.

For example:

- In the warm-ups we will focus on the work of the upper body for athletes in wheelchairs.
- In a dinking exercise where what we want to achieve is that the athlete hits the ball so that it bounces in the non-volley zone or kitchen.

1- Athlete in the non-volley zone (ZNV) near the net, the coach throws the ball over the net with the hand so that the ball is hit effectively with the paddle.

- 2- Do the same, each time taking more and more steps backwards until you reach the kitchen line.
- 3- Do the same by throwing the ball with the paddle.
- 4- Do the same with a ball that bounces higher.
- 5- Same with a ball that bounces lower.
- 6- Idem with continuous hitting of the paddle between teammates.

So with all strokes, forehand, backhand, serve, volley, etc., displacements, heights, etc.

Athletes in wheelchairs will work very specifically on changes of direction when moving around, avoiding stopping the chair as this causes a greater effort to get moving and reduces the effectiveness of the shots.

The Inclusive Intergenerational School uses all the necessary resources, both material (bats, balls, cones, tracks, hoops, etc.) and social (support monitors, information, transfers, tournaments, conferences, etc.), so that the whole environment related to Pickleball is accessible and therefore inclusive. It is a priority to give people the possibility to participate.

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.

We have made two essential adaptations:

Scoring: This is the biggest difficulty for IDPs to learn in this sport and therefore to know what is happening in the match.

Three numbers are sung, for example: 3-2-1. The first number sung corresponds to the number of points scored by the team that scores 3. The next number sung corresponds to the number of points scored by the opposing team 2.

The third number that is sung corresponds to the number of the player you are currently playing, which can be 1 or 2, in this case 1.

- -For this purpose, we have created an accessible scoreboard on which you can see the score and sing it without any difficulty. Currently the scoreboard also has an electronic form and an app for Android.



The rules: For a better understanding of the main rules of the sport, the Accessibility Team of Alas Madrid, through the Easy Reading group, has elaborated an easy-to-understand set of rules

The adaptation that is currently being worked on is to give people with intellectual disabilities the possibility to bounce the ball twice before it is hit.

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.

In order to involve all the people sympathetic to the environment of Alas Madrid Foundation (families, friends, sympathisers, etc.), we organise pickleball days in which we explain everything about pickleball and the INCLUSION project we wanted to develop so that IDPs could participate like any other player.

We also work with different entities such as FEMADDI in which the sport is presented to IDPs so that they get to know it, try it and know that there is a new sport to incorporate into their leisure time.

We participate in tournaments organised by the AMPB and other entities. We have been interviewed on radio and TV, demonstrating through videos the functioning and the degree of motivation that exists in the school.

We give talks and organise activities with schools, institutes, institutions and associations. Most of the time, students from the Inclusive Intergenerational School take part in these activities.

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 most important method for monitoring the evolution of the school's athletes is observation and checking their growth through their participation in different events.

A monitoring form is also used for each participant:

NIVELES DE ADAPTACIÓN COMPETICIÓN	NIVEL 1	NIVEL 2	NIVEL 3
SAQUE CON O SIN BOTE	X	X	
DOS BOTES DE LA BOLA ANTES DE GOLPEARLA	X	X	
COCINA SE PUEDE PISAR EN EL SEGUNDO GOLPE CONTÍNUO	X		
NO PUNTUAR PAREJA SIN DISCAPACIDAD	X		
PUNTUAR SIEMPRE A SU IGUAL		X	
PARTIDOS SIEMPRE CON ÁRBITRO		X	X
COMPETICIONES ADAPTADAS	NIVEL 1	NIVEL 2	NIVEL 3
SAQUE CON BOTE AL CUADRO DERECHO E IZQUIERDO	X		
SAQUE CON BOTE AL ARO DERECHO E IZQUIERDO (3 POSICIONES)		X	
IDEM SAQUE SIN BOTE		X	
IDEM SAQUE SIN BOTE AL ARO (3 POSICIONES)			X
GOLPE DERECHA	X		
GOLPE DERECHA AL ARO (VARIAS POSICIONES)		X	
GOLPE DE DERECHA EN CARRERA			X
GOLPE DE DERECHA EN CARRERA (VARIAS POSICIONES)			X
GOLPE DE REVÉS	X		
GOLPE DE REVÉS AL ARO (VARIAS POSICIONES)		X	
GOLPE DE REVÉS EN CARRERA			X
GOLPE DE REVÉS EN CARRERA (VARIAS POSICIONES)			X
TERCER GOLPE		X	X
TERCER GOLPE (VARIAS POSICIONES)		X	X
GOLPE REMATE	X		
GOLPE REMATE (VARIAS POSICIONES)		X	X
GOLPEO GLOBO	X		
GOLPEO GLOBO (VARIAS POSICIONES)		X	X
VOLEA DE DERECHA		X	
VOLEA DERECHA (VARIAS POSICIONES)			X
VOLEA DERECHA EN CARRERA			X
VOLEA REVÉS		X	
VOLEA REVÉS (VARIAS POSICIONES)			X
VOLEA REVÉS CARRERA			X
CONOCIMIENTO DEL MATERIAL	X		
MONTAJE DE RED		X	X
EJERCICIOS DE CALENTAMIENTO		X	X
ESTIRAMIENTOS		X	X
CANTAR EL TANTEO CON MARCADOR		X	X
CONOCIMIENTO DEL TANTEO CON MARCADOR			X

In the annual programme, the objectives to be achieved are defined and the sessions are drawn up for each term of the school. The coordinator and

the rest of the monitors meet every week to discuss which objectives are being met or to rectify any of them if it is shown that they are not working in the session.

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.

Through the Spanish Pickleball Association, the Pickleball Monitor Course is given and one of the contents of the syllabus is Pickleball as an Inclusive Sport.

The development of the content is carried out both in a theoretical and practical way.

We believe that this course provides the necessary tools for future monitors to have the possibility of working with a diversity of people and, fundamentally, that at a social level they can contribute a grain of sand at an inclusive level through a sport that allows this to become a reality.

Best Practice in Spain #6

Netball

<https://www.youtube.com/watch?v=aBuxsRnU50A>

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

Passing the ball (show, repeat as many times as necessary)
 When receiving freezes; Out (when it passes the boundary of the chosen track); Space; No touching (in ball position no one is allowed to approach the player); Contact , When not respecting the previous rule; Only the A's shoot at the hoop

1. Type of Disability

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

Down Syndrome, at its different levels.

2. Organization & Reference

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

Fundación Racing Club , acts within the club Racing club

<https://www.realracingclub.es/noticias?category=fundacion>

Mrs Adriana Oria: adrianaorianetball@gmail.com

3. Formal/Informal

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

Informal education. Sports clubs

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.

Netball is a sport in which the positions are indicated by two letters for bibs.

We adapted to a letter A (attack), c (centre) and D (defence). This was very well accepted and once the games are repeated they do not allow the rules to be broken. In possession of the ball they must freeze (not advance from their position).

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.

Ten bibs of each colour were made up because they started out small, but as they watched, everyone wanted to play. In addition to Down's Syndrome, a child in a wheelchair played in the middle and always started the game after a goal.

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.

In this experience, psychologists, trainers, assistant monitors, and psychotherapists worked together.

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.

Know each other's histories, have teacher training, have first aid or nursing equipment in the club. Have parental permission for ball activities.

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.

The teacher will take into account that the spaces are safe, that the activity is carried out with sufficient support from colleagues and other professionals. In all sports, start with just a few students and then add more. Take into account the leaders and fraternise with them so that they do not boycott the activity.

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 rules are few, clear and are repeated as many times as necessary as they will be incorporated with repeated play.

At all times respect for fellow players and the basic practice of netball is valued with no other objective than to play and have fun. The rules are adapted to the group, the objective is to move with a logical criterion.

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.

You do it with the students and share what they want to do.

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.

Working with children or people with different abilities is highly rewarding. They like the familiar, not having the rules changed, respecting order and as the year goes on they become experts at the game. Do not lose

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.

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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

National Inclusive Sports Insights and Best Practices Report of Portugal

IPDJ – Instituto Português do Desporto e
Juventude

No. 101089892 – IDI4Sport – ERASMUS-SPORT-2022-SCP



Work Package 2 – Resources and modelling

D2.1 Reports on national resources

Deliverable Title	Reports on national resources
Work package Title	Resources and modelling
Work package Number	2
Work package Lead	University of Macedonia
Author(s)	Silvija Mitevaska, Monika Naumovska
Contributor(s)	Marianna Karatsiori, Panagiotis Varsamis, Camille Mallez
Reviewer(s)	All partners
Dissemination level	Public
Project Number	101089892
Instrument	Erasmus+ Sport
Start date of Project	01/01/2023
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Project coordinator	France Education international

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Methodology

This document aims to analyze the state of the art and collect resources and good practices related to strategies for including people with disabilities in sports activities in Portugal.

Thus, the following methodology was contemplated in the collection and revision of information:

1. Research on statistical data in the context of sport and the inclusion of people with disabilities at a national level;
2. Research into Portugal's legal framework, within the scope of the inclusion of people with disabilities;
3. Scientific research and selection of relevant studies;
4. Analysis of the database of good practices at national level and their selection according to the relevance and impact;
5. In cooperation with partners that promote good practices, an exhaustive description of the good practices was carried out;
6. Review, organization, and standardization of the good practices according to the template developed for this purpose.

General information about inclusion in sports in Portugal

1. Youngsters (10 to 20 age old) with disabilities participating in sports.

Please state resources, data, figures (percentages of youngsters with disabilities participating in sports) with a brief overview of the data, and sources/references for that. Try to limit it to quantifiable data of participation of youngsters with disability in sport, if not possible refer to wider sources of information.

The XVI General Population Census and the VI General Housing Census (2021 Census) took place in 2001. According to the 2021 Census (INE, 2021; INE, 2022) 10.9% of the resident population aged 5 or more years has at least one disability, this condition mainly affects women with 62% and men with 32%.

The population with disabilities by major age groups is 2.3% from 15 to 24 years old, 6.8% from 25 to 44 years old, 23.7% from 45 to 64 years old and 67.2% equal or older 65 years old, which demonstrates the prevalence of disability increases progressively with advancing age, especially from 70-74 years old.

Considering the ages of 10 to 20 years old in our project target group, the number of people with disabilities, according to the 2021 census, aged 10 to 19 years old is a total of 23,934 (2.2%), of which 12,749 men (3.1%) and 11,175 women (1.6%), with a prevalence rate for the age group of 4.7%, 4.8% for men and 4.4% for women.

Considering the age group of our target group, it is important to consider the level of education (2021 Census), which is 22% without any education, 65% up to the third cycle, 9% secondary school and 5% higher education.

The condition before economic activity (15 or more years) is another important factor, representing employment 14%, unemployment 2%, education 1%, permanent incapacity for work 8% and 10% other situation of inactivity.

Instituto Nacional de Estatística – Censos 2021. (2022). *O que nos dizem os Censos sobre as dificuldades sentidas pelas pessoas com incapacidades*. INE. <https://www.ine.pt/xurl/pub/66200373>

The status of federated athletes with disabilities registered with the Portuguese Sports Federation for People with Disabilities (FPDD) in 2020 (IPDJ, 2021) is as follows:

- Total number of practitioners – 1,217
- Number of female practitioners – 308
- Female participation rate – 25.3%
- Number of practitioners in the youth (up to junior) levels – 74
- Youth (up to junior) participation rate - 6.1%
- Number of practitioners in the senior level – 580
- Number of practitioners in the veteran category – 489
- Number of active clubs – 98
- Number of Districts with geographic implantation (out of a total of 20) – 9

The official sources that present quantifiable data on the participation of young people with disabilities in sport are the following Entities and their data:

1. School Sports – Division of School Sports, Directorate-General for Education of the Ministry of Education

1.1. School Sports

<https://desportoescolar.dge.mec.pt/>

1.2. Directorate-General for Education and Science Statistics

<https://eportugal.gov.pt/en/entidades/direcao-geral-de-estatisticas-da-educacao-e-ciencia>

2. Sport for people with disabilities

2.1. National Institute for Rehabilitation, I.P. (INR, IP)

<https://www.inr.pt/inicio>

3. Federated Sport

3.1. Portuguese Institute of Sports and Youth, I.P. (IPDJ, IP) – Sports Statistics

<https://ipdj.gov.pt/estat%C3%ADsticas>

4. National Statistics on Sport

4.1. National Institute of Statistics – Sport

https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_publicacoes&PUBLICACOESpub_boui=10570344&PUBLICACOESmodo=2

5. National Statistics on Sport

5.1. PORDATA – Portugal – Statistics – Sports

<https://www.pordata.pt/en/subtheme/portugal/sports-192>

5.2. PORDATA – Municipalities – Statistics (Education and Sports)

<https://www.pordata.pt/en/municipalities>

6. Sport in the Municipalities

6.1. National Association of Portuguese Municipalities (ANMP – Sports)

<https://anmp.pt/>

6.2. It is possible to obtain data by consulting each website of the 308 Portuguese Municipalities Example: Seixal City Council – Sports

<https://www.cm-seixal.pt/desporto>

6.3. PORDATA – Municipalities – Statistics

<https://www.pordata.pt/en/municipalities>

7. Carvalho, Jorge Vilela (2022). **Sistema Político Desportivo e o Modelo de Financiamento em Portugal**, Edição Instituto Português do Desporto e Juventude, Conceção gráfica Edições Afrontamento, Impressão e Acabamento Rainho & Neves, Lda, Depósito Legal 501451/22, ISBN 978-989-98100-9-9, 1ª Edição fevereiro de 2022.

<https://bibliotecadodesporto.ipdj.pt/Opac/Pages/Search/Results.aspx?SearchText=TIT=sistema%20politico%%20&Profile=Default&DataBase=105189> BIBLIO

Biblioteca Direito Desportivo:

<https://www.gestaodesportiva.com.br/biblioteca.html>

CARVALHO, J. V. [Sistema Político Desportivo e as Fontes e o Modelo de Financiamento em Portugal](#). IPDJ, 2022

Website **Gestão Desportiva**

<https://www.gestaodesportiva.com.br/direito-desportivo/sistema-politico-desportivo-e-as-fontes-e-o-modelo-de-financiamento-em-portugal>

Gestão Desportiva (Brasil) GestaoDesportiva.com.br

2. Legal Frameworks on inclusion of people with disabilities (in sports activities).

Please present the legal framework of your country for inclusion of people with disabilities (primary laws, dates they were issued)

National Legislation

Accessibility - People with Disabilities

Convention on the Rights of Persons with Disabilities

- Resolution of the Assembly of the Republic No. 56/2009 o Approves the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30, 2007. with disabilities participate, on equal terms with others, in recreational, sports and leisure activities.

- Resolution of the Assembly of the Republic No. 57/2009 o Approves the Optional Protocol to the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30, 2007.

- Decree of the President of the Republic No. 71/2009 o Ratifies the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30, 2007.
- Decree of the President of the Republic No. 72/2009 o Ratifies the Optional Protocol to the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30, 2007. Discrimination based on disability.
- Law No. 46/2006, of August 28 It prohibits and punishes discrimination based on disability and the existence of an aggravated health risk.
- Decree-Law No. 34/2007, of February 15th Regulates Law No. 46/2006, of 28 August, which aims to prevent and prohibit discrimination on grounds of disability and aggravated health risk. National Strategy for Disability (ENDE) 2011 - 2013
- Resolution of the Council of Ministers No. 97/2010 o Approves the National Disability Strategy (ENDE) – 2011–2013. V. Measure 75 – “Support the preparation and participation of high-performance athletes and the national team in the Paralympic Games, to be held in 2012, in the city of London” – Axis No. 3 – “Autonomy and quality of life”. Basic Law for the Prevention and Rehabilitation and Integration of People with Disabilities
- Law No. 38/2004, of August 18 o Defines the general bases of the legal framework for the prevention, qualification, rehabilitation and participation of people with disabilities. Repeals Law n.º 9/89, of May 2nd. People with Disabilities accompanied by «Guide Dogs»
- Decree-Law No. 74/2007, of March 27 o Establishes the right of accessibility for people with disabilities accompanied by “guide dogs” to places, transport, and establishments with public access, as well as the

conditions to which these animals are subject. Repeals Decree-Law No. 118/99, of April 14. People with Disabled Mobility

- Decree-Law No. 163/2006, of August 8 o Approves the regime of accessibility to buildings and establishments that receive the public, public roads, and residential buildings, revoking Decree-Law no. 123/97, of 22 May
- Decree-Law No. 123/97, of May 22 o Mandates the adoption of technical standards for the elimination of architectural barriers in public buildings, collective facilities, and public roads to improve accessibility for people with disabilities.

3. National strategy/ies on inclusion of people with disabilities in sports activities.

Please present the national strategy/ies of your country for integrating people with disabilities in sports (if this is linked to a legislature, please mention it).

Portugal is, naturally, a member of several international organizations, with whom we have international, multilateral and unilateral cooperation agreements in the fields of sport and disability, national strategies take into account International Policies and Priorities, namely international conventions, recommendations and international instruments on sport and the participation of different segments of the population with disabilities, takes account of international policies on the matter, with special focus on those within the scope of Europe and the European Union and Portuguese public policies for the sector of sport and disability. Portugal is a member of the United Nations, its Agencies and Programs, the Council of Europe, the European Union, the Ibero-American Sports Council, the Community of Portuguese Speaking Countries, different countries, among others.

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.

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.

At a national level, the Basic Law for Sport (Act 23/2007 of July 4, amended by Act 29/2012 of August 9) 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.

4. Skilled and Knowledgeable Staff.

Please mention if there is a provision by your country to train/educate coaches, teachers, physical educators about the unique challenges that students with disabilities face in sports. If there is one, please mention the

provider, its duration, its main focus, the absolute numbers and percentages of people having undergone a training, etc.

About the barriers, a wide variety of professional categories involved in promoting the practice of sports for people with disabilities are identified. Some of the identified categories are trainers, sport technicians, sport assistants, teachers, health technicians, psychomotor therapists, social technicians, referees, classifiers, and others.

About the challenges, effectively, despite the benefits of sport for people with disabilities, their participation in this area is still precarious, with many barriers being found both in the school context and in the club context (Martin, Alves & Duarte, 2012). Barriers to physical activity focus on personal, social, and environmental factors (Martin, 2013). Personal factors encompass attitudinal issues associated with disability, such as discrimination (Koldoff & Holtzclaw, 2015).

Also fear of the unknown, concerns about need and lack of care (Rimmer, Riley, Wang, Rauworth, & Jurkowski, 2004), avoidance of physical activity (Verschuren, Wiart, Hermans & Ketelaar, 2012), lack of confidence in their own abilities (DePauw & Gavron, 2005; Devine et al, 2017; Haegele, Zhu and Davis, 2017; Misener & Darcy, 2014; Shield, Synnot and Barr, 2012; UNESCO, 2015; Variety, 2017) and to overprotection, sometimes the family or support staff have not been educated on the importance and broad range of benefits of physical activity. Economic issues are also a relevant factor (Rimmer et al., 2004).

The social factors are related to dependence on others (Scholl, McAvoy, Rynders & Smith, 2003; cit in Martin, 2013), the fact that they understand that the community is not prepared to adapt, and the lack of adequate materials (Lieberman & MacVicar, 2003, cit in Martin, 2013). The family may

also be a barrier of overprotection (Rimmer et al., 2004) or a facilitating factor in encouraging participation in sports activities (Shapiro & Malone, 2016).

The environmental factors are related to the lack of places to develop the sport (Martin, 2013) or its non-adaptability. This is because the environment is naturally inaccessible, and it is common to find narrow doors, inexistence of ramps, reduced circulation spaces, slippery floors, among others (Rimmer et al., 2004).

In general, the following barriers stand out: the scarcity of clubs in the community; the lack of professional training and/ or the unavailability of qualified trainers; lack of knowledge of the complex needs of young people with disabilities; the lack of adapted sports equipment / materials; financial constraints; the lack of awareness of issues of accessibility; the existence of prejudiced behavior (Cardoso, 2011) and the policy practice gap. However, in its recreational, therapeutic, and competitive aspects, sport emerges as a means of enhancing social interaction and of improving overall the physical, social, and psychological functioning of the individual (Yazicioglu, Yavuz, Goktepe & Tan, 2012).

5. Sport events (permanent/regular events: European and national scale) where people with disabilities are encouraged to participate (i.e., marathons).

Please refer the organizer, the frequency of the event, the number of people with disabilities that participate.

Sporting events are formal or informal. The Sporting events may be regular or occasional.

Formal sporting events are stratified, obeying a pyramidal structure that goes from the base of the pyramid at the local level, through regional events in the five geographic regions (Africa, America, Asia, Europe, and Oceania) to the international level, which may be Championships of the World, Olympic and Paralympic Games, which are consistent with the level of sporting development of the athlete or team.

Formal Sports Events can be conventional (with or without inclusion of athletes with disabilities) and sports events segregated by sports/disability categories.

1. Conventional Formal Sporting Events

1.1. International

1.1.1. Olympic Games

1.1.2. World Championships

1.2. Geographic Regions

1.2.1. Regional Championships – European Championships

1.2.2. Other event levels

1.3. By country / Portugal

1.3.1. National

1.3.2. Intermediate / Regional

1.3.3. Local

2. Segregated Formal Sporting Events can follow the same typology as conventional sporting events.

3. Informal Sporting Events.

3.1. Road sports events, which evolved into marathons, began as informal events that have now gained popularity with informal participation (sport for all) and professional or high-level competition.

3.2. TAFISA – The Association for International Sport for All is an international sports organization for all and Traditional Sport and Games, which organizes informal events at European and World level.

What important data are missing from each country compared to others?

What would you recommend to your country?

(These are optional questions.)

It will only be possible to compare data between countries, first if there is a harmonization of statistics to allow a comparison and, secondly, each country will need an evidence-based policy, supported by investigations, studies and investigations.

The reformulation of Sport Statistics is an imperative need, with the objective of harmonizing not only at the national level but also with Eurobarometer and EUROSTAT Sport Statistics within the European Union. Portugal will be able to make a great contribution in this field, as it leads the European Project EUPASMOS, which aims to implement a harmonized monitoring system for physical activity and sport, through the development of an integrated and shared methodological process that will provide comparable data, valid and reliable data on physical activity and sport participation in all EU Member States.

This innovative initiative will certainly support Member States, the European Commission, the World Health Organization, and other relevant organizations in designing, promoting, implementing, and monitoring effective and evidence-based HEPA (Health Enhancing Physical Activity) policies and strategies in across Europe and at levels of government.

Best Practice in Portugal #1:

Meaningful Sport

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

Disability; Education; Inclusion; Sport; Technical and pedagogical resources; Initial and continuous teacher/technicians training; intervention programs

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 *Desporto Com Sentido* [Meaningful Sport Project] is a nationwide project, which aims to promote the inclusion of children and young people in schools and in the community through sports, with a strong awareness of the educational and sports sectors to increase the participation rates of children and young people with disabilities.

Therefore, its target involves all children and young people regardless of their type of disability, age and/or gender, as well as children and young people without disabilities, based on the assumption that to promote inclusion it is necessary to work with everyone and for all.

PARLIAMENT

Law no. 38/2004 dated 18 August, Defines the general bases of the legal system for prevention, habilitation, rehabilitation, and participation of people with disability.

Article 2 - **Concept**

A disability person is considered as being one who, because of loss or irregularity, whether congenital or acquired, of bodily functions or structures, including psychological functions, has specific difficulties that are likely, in combination with environmental factors, to limit or hinder activity and participation under equal conditions with others.

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]

Address: Largo dos Restauradores, 23, 2840-482 Seixal, Portugal

E-mail: apcas.sede@gmail.com | apcas.desporto@gmail.com

Phone Number: +351912869443 (Ana Barradas)

Homepage: <https://paralisiacerebral.pt/>

Social media: <https://www.facebook.com/apcas> |

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 setting refers to formal as well as informal education. In the context of formal education, it targets both initial training and graduation via Higher University Education (Licentiate, Post-Graduate and Masters) and certified continuous training for teachers.

1. Formal Education

1.1. Initial formation Initial training in higher education is provided through university or polytechnic institutions.

1.2. Continuing Teacher Training: The Statute of the Teaching Career assumes the training of teachers as a right to exercise the educational function (Point 1 of article 6), through the attendance of training actions with the aim of recycling and deepening the knowledge and skills acquired with their Initial formation. However, this right acquires a mandatory nature within the scope of performance evaluation and the progression of the teaching career.

2. Informal Education

Informal Education is intended for the non-academic training of professionals from different professional sectors who wish to acquire skills that are intended to intervene as sports agents (Managers,

Coaches, Referees, Classifiers, Technical Assistants, Volunteers, Management of Sports

The *Meaningful Sport* project includes a collection of 21 books about inclusive sport, distributed across all schools in Portugal, in order to support physical education teachers in their classes. To this end, in partnership with the Ministry of Education, 20 sports of relevance in the educational and sporting panorama were contemplated and, subsequently, were developed strategies for inclusion in these sports.

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 *Meaningful Sport* Project is promoted by Almada Seixal Cerebral Palsy Association [APCAS], with the Directorate-General for Education as partners [DGE], the Seixal City Council [CMS] and the Faculty of Human Motricity [FMH].

This project aims to promote the inclusion of children and young people in schools and in the community through sports, with a strong awareness in educational and sporting domains, in order to increase participation rates of children and young people with disabilities, as well as contributing to changing educational and sports policies.

In this way, it focuses on the production of tools necessary for the inclusion by sport, consisting of different components:

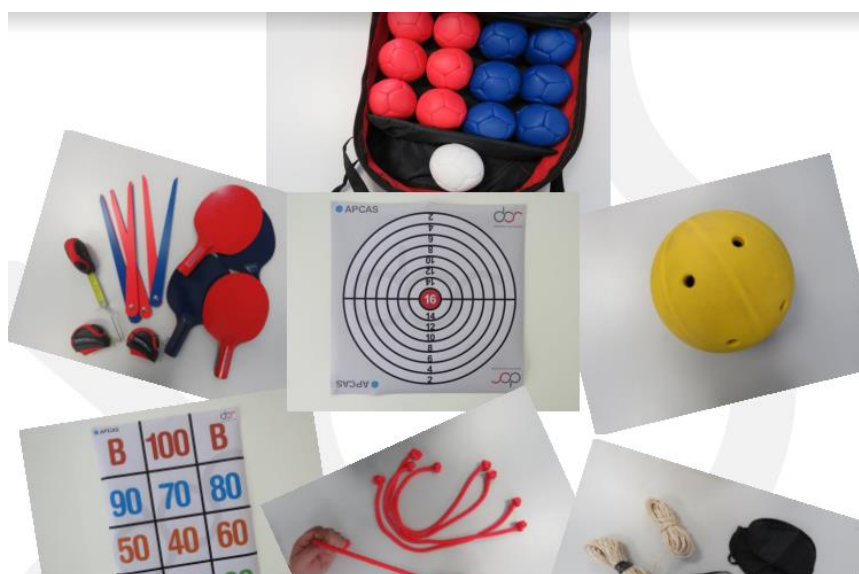
- design of a generalist adapted sports manual and 20 specific manuals of various adapted sports as priorities in the national sporting policy: Handball, Athletics, Boccia, Canoeing, Cycling, Dance, Equestrian, Football, Goalball, Traditional Sport and Games (TSG), Amateur Wrestling, Swimming, Orienteering, Rugby, Wheelchair slalom, Surfing, Tennis, Table tennis, Sailing and Volleyball. The elaboration of this collection involved 58 authors and 42 collaborators (between institutional and legal persons).



- creation of a Center for training in adapted sport, in the sense of providing training for teachers and sport technicians from different areas of sport, young students and other interested. In this component, 16 training courses were carried out: 5 for technicians/students, 1 for technicians, 2 for students and 8 for teachers. Training was centered on different activities: Sitting Volleyball, Paracycling, Equestrian, Table tennis, Orienteering, Boccia, Wheelchair Slalom, Swimming and Goalball.



- Didactic and pedagogical materials was distributed in the form of basic kit for adapted sports practice, with resources from different sports to be provided to schools and/or training centers. Each kit of material includes: a set of balls to practice the modality of Boccia, a refereeing kit for the sport of Boccia, a Goalball ball, sales for the practice of Goalball, sisal yarn for marking the Goalball field, a guide for blind athletes in athletics competitions and two screens with didactic games (target and donkey game).



- development of the *Todos em Jogo* [All in Game] e-learning platform, available at www.desportocomsentido.org, with a view to disseminating the products and expanding the network of interested parties and partners. (note: currently under maintenance)



- development of specific awareness-raising and volunteering actions with a strong impact in different contexts, alerting to the need for sporting practice is intended for everyone, without exclusions. This awareness actions involve different activities, like: Boccia, Wheelchair slalom, sitting volleyball, Goalball, Cycling (hand bike and tandem) and Wheelchair Handball. The scope of these actions was further enhanced by participation in events promoted by entities such as the Portuguese Paralympic Committee, the Benfica Foundation, School Sports and different Municipalities. In overall appreciation, 100% of those responsible considered themselves very satisfied and would recommend the action.



The *Meaningful Sport* Project make its contribution, training, informing and increasing skills in those who, in their different places and contexts of intervention, as professionals or citizens, can implement and develop good sport practices for all.

In total, 5200 Collections were distributed in different contexts: Municipalities; 2nd and 3rd cycle schools, Secondary Education and Vocational Education; Disability Units at School; Reference Schools for Blind and Deaf Students; Resource Centers for Inclusion; Higher Education Institutions; Federations of the respective sports; Clubs with development in adapted sport; CPLP countries; over 16 countries worldwide.

Throughout the project, the following were involved: 3230 students, of which 421 had disability; 662 Teachers/ technicians; 456 Volunteers/family members.

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.

Every APCAS project is based on the interests and needs of people with disabilities and their families, as well as the community where they are inserted, and it is based on this survey that future actions are determined, adapting the current and responding more and better to the community – both in its conception and in its implementation, the *Meaningful Sport* project was no exception.

Through the elaboration of scarce sports tools in Portugal, this project allowed the development of national sports culture in an integrating perspective of sport, health, and education, having a strong impact in national policies and in the dissemination of good practices, essential to the creation of opportunities for equal access to sports that will be reflected in the improvement of quality of life and well-being satisfaction of these citizens. This is because, at educating for sport in an integrative and transversal perspective, alerts to the social responsibility to include and invest in adapted sport, as a tool developmental and inclusive in a variety of contexts (therapy, education, recreational and leisure, "grassroot sport and High Performance and Paralympics), which makes it possible to ensure that people with disabilities participate actively and on equal terms.

In this way, it implies the existence of a collaborative work network, multidisciplinary as well as cross-sectoral approach, with a view to assessing the best intervention strategies, research, innovation, and technical-scientific development with a view to combating weak sports development and the improvement of educational and sports policies. In fact, the convergence of synergies based on the scientific and technical

quality was fundamental, guaranteeing the quality of products achieved and contemplating a strong community impact at national level.

Given the importance of sports for the holistic development of individual, this becomes a way of access par excellence to activities of socialization, personal development and inclusion of minorities, and the creation of tools that allow teachers, technicians, families, and the community in general to access to such activities, namely in terms of adapted sport. The appreciation of a longitudinal approach to sport enables individuals with disabilities to enhance their abilities and allows them to promote, from an early age, the well-being and quality of life of individuals, considering an approach that is as close to the individual's context as possible (school, family, clubs, health centre, municipalities, among others), contemplating all niches of the community.

This is because the promotion of adapted sport will be one of the ways to make the difference between counting on people who assume themselves as citizens with full rights, who want, demand, and decide about their lives; or people who surrender, because they never were called to participate. Thus, it will be an important contribution to providing this segment of the population, the opportunity to look after their own health by practicing sport.

Is not only about sport, is about being person!

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.

As previously mentioned, the target of this project are children and young people with and without disabilities, teachers, technicians, volunteers, and family members. Were involved throughout the project: 3230 students, of which 421 had disabilities; 662 teachers/ technicians; 456 volunteers/family members.

In addition, the design of the manuals of the *Meaningful Sport* Project collection involved individual persons and organizations, from the academic world, as well as from the educational and club world, in a total of 58 authors and 42 collaborators. In terms of strategic partnerships, the entities involved in the implementation and dissemination of the project were vast, essentially from: municipalities, schools, sports clubs, health entities, higher education institutions, sports associations, among others Organizations that make up the Third Sector or the Social Economy that include Sport and activity in their corporate purpose: a) Cooperatives; b) Mutual associations; c) Mercies; d) Foundations; e) Private institutions of social solidarity not covered by the previous paragraphs; f) Associations with altruistic purposes that operate in the cultural, recreational, sports and local development fields; g) Entities covered by the community and self-managed subsectors, integrated under the terms of the Constitution in the cooperative and social sector; h) Other entities endowed with legal personality, which respect the guiding principles of the social economy.

It should also be noted that a total of 5200 collections were distributed in different contexts: Municipalities; 2nd and 3rd cycle schools, Secondary Education and Vocational Education; Disability Units at School; Reference Schools for Blind and Deaf Students; Resource Centres for Inclusion; Higher Education Institutions; Federations of the respective sports; Clubs with development in adapted sport; internationally (five geographical sports regions), as well as in eight Member States of the Community of Portuguese Speaking Countries (CPLP), Brazil (Region of America), Angola, Cape Verde, Guinea-Bissau, Mozambique and São Tomé and Príncipe (Africa Region),

Portugal (Europe Region) and Timor-Leste (Oceania/Pacific Region). And, in the Macao Special Administrative Region (Asia Region), and over 16 countries worldwide.

Regarding the coordination, management, and implementation team of the project, it was composed of consultants and reviewers such as Dr. Jorge Vilela de Carvalho and Prof. Leonor Moniz Pereira; a senior sports coach; a sport technician; a teacher; and two psychomotor therapists - with differentiated and articulated roles in favour of the continuation of the project.

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 - Cerebral Palsy Association of Almada Seixal (APCAS). The European Sport Model for Inclusion, The InSport project: Sport Inclusion – Full Participation in Sport by Persons with Disabilities is co-funded by the European Union (EU) under the Erasmus + program and ran from January 2018 to June 2020 (<https://in-sport.eu/>), 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’s 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 (Act 23/2007 of July 4, amended by Act 29/2012 of August 9) 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.

National Legislation

Accessibility - People with Disabilities

Convention on the Rights of Persons with Disabilities

- Resolution of the Assembly of the Republic No. 56/2009 o Approves the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30th, 2007. with disabilities participate, on equal terms with others, in recreational, sports and leisure activities.
- Resolution of the Assembly of the Republic No. 57/2009 o Approves the Optional Protocol to the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30^h, 2007.
- Decree of the President of the Republic No. 71/2009 o Ratifies the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30, 2007.
- Decree of the President of the Republic No. 72/2009 o Ratifies the Optional Protocol to the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30th, 2007. Discrimination based on disability.
- Law No. 46/2006, of August 28th It prohibits and punishes discrimination based on disability and the existence of an aggravated health risk.
- Decree-Law No. 34/2007, of February 15th Regulates Law No. 46/2006, of 28th August, which aims to prevent and prohibit discrimination on grounds of disability and aggravated health risk. National Strategy for Disability (ENDE) 2011 - 2013
- Resolution of the Council of Ministers No. 97/2010 o Approves the National Disability Strategy (ENDE) – 2011–2013. V. Measure 75 – “Support the preparation and participation of high-performance athletes and the national team in the Paralympic Games, to be held in 2012, in the city of

London” – Axis No. 3 – “Autonomy and quality of life”. Basic Law for the Prevention and Rehabilitation and Integration of People with Disabilities

- Law No. 38/2004, of August 18th o Defines the general bases of the legal framework for the prevention, qualification, rehabilitation, and participation of people with disabilities. Repeals Law No. 9/89, of May 2nd. People with Disabilities accompanied by «Guide Dogs».

- Decree-Law No. 74/2007, of March 27th o Establishes the right of accessibility for people with disabilities accompanied by “guide dogs” to places, transport, and establishments with public access, as well as the conditions to which these animals are subject. Repeals Decree-Law No. 118/99, of April 14. People with Disabled Mobility

- Decree-Law No. 163/2006, of August 8th o Approves the regime of accessibility to buildings and establishments that receive the public, public roads, and residential buildings, revoking Decree-Law no. 123/97, of 22nd May

- Decree-Law No. 123/97, of May 22nd o Mandates the adoption of technical standards for the elimination of architectural barriers in public buildings, collective facilities, and public roads to improve accessibility for 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.

The *Meaningful Sport* Project makes its contribution, training, informing, and increasing skills in all those who, in their places of intervention, as professionals or citizens, can implement good sports practice for all. With a view to contributing to a more productive country and full citizenship for most citizens, it is vital to invest upstream so as not to spend twice as much downstream.

Thus, when designing the collection of Meaningful Sport manuals, a generalist adapted sport manual was envisaged, introducing the theme and the aspects inherent to it, such as accessibilities and adaptation strategies in its different individual and group components, namely , contemplating the global analysis of the task and the components that affect it, in order to allow a deep understanding about the possible strategic components to be applied, such as changes in context, communication, materials and rules.

After this general introduction, the remaining 20 manuals propose, for their different modalities, the possibilities of pedagogical differentiation and the inclusion of adaptation strategies for working with mixed groups and for inclusion with children and young people with different types of disabilities. Effectively, for this sport it is essential that professionals consider the need to pay attention to individual adaptations according to the physical and psychological condition of the individual, as well as adaptations to the level of complexity of the task and the context, with the aim of provide the individual with optimal participation and independent performance.

In addition to developing knowledge, specific material was provided, which often limited the work of professionals, accompanied by specific training to raise awareness, and provide practical tools for direct implementation at school. The implementation of the e-learning platform also enabled the

differentiation of knowledge and a greater approach to the different actors in the community (currently under maintenance).

Safety considerations are always present and are an integral part of the systems, methods, and techniques of inclusion, as well as of the adaptation processes, since in the practice of sport and physical activity, the safety of the participants, as well as the technical team and volunteers, must be safeguarded of each and every participant and, in case of functional limitations, prevention, safety and non-aggravation of pathologies are present. The training of human resources, namely sports technical assistants and volunteers, takes safety issues into account. The use of assistive devices, equipment and the entire intervention context safeguards safety conditions.

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 *Meaningful Sport* project was one of the pioneers in the path that APCAS is taking to consolidate itself as a "service point" for inclusive sport, to stimulate and support the development and promotion of physical activity and inclusive sport, contemplating different dimensions.

As a way of promoting sport and physical activity at a grassroots level and propagating opportunities longitudinally and transversally, it is important

to combat three of the biggest barriers to this process: lack of specific materials or the fact that they are expensive, lack of training and information in the matter and the community awareness.

When we talk about promoting inclusion in and through sport, we must talk about creating the conditions for access and participation in all sporting activities – but for that, the community must be aware of the resources, publicize and demystify issues inherent in the promotion of inclusive sport.

The *Meaningful Sport* project contributes to the minimization of these barriers and innovated significantly, making an enormous contribution to the creation of knowledge in a practical and simple way as a facilitator of the inclusion of children and young people with disabilities. In this way, it is intended to share and transfer good practices of social inclusion from and through sport to all, contributing to equity of participation respecting the principles of each member state, thus moving towards a positive influence of European policies, priorities, and practices.

As we said before, when designing the collection of *Meaningful Sport* manuals, a generalist adapted sport manual was envisaged, introducing the theme and the aspects inherent to it, such as accessibilities and adaptation strategies in its different individual and group components, namely, contemplating the global analysis of the task and the components that affect it, in order to allow a deep understanding about the possible strategic components to be applied, such as changes in context, communication, materials and rules.

After this general introduction, the remaining 20 manuals propose, for their different sports, the possibilities of pedagogical differentiation and the inclusion of adaptation strategies for working with mixed groups and for inclusion with children and young people with different types of disabilities. The collection consisted of 21 manuals that can be used separately, to

facilitate teachers in their use. The implementation of the e-learning platform also enabled the differentiation of knowledge and a greater approach to the different actors in the community (currently under maintenance).

Furthermore, this project innovates by developing products, practices and methods that promote social inclusion and equal opportunities for persons with disabilities with a view to enabling access to sport. Effectively, the *Meaningful Sport* take the first steps towards the future implementation of integrated actions promoting inclusive sport, encompassing - the Resources, which are important means and strategy to promote equal opportunities in access and participation for people with disabilities, namely, with the provision of specific materials for some activities that the school does not have; in Training, in the sense of enabling the promotion of actions in this area; and Awareness and development of concrete actions in the community.

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.

The first and true communication and collaboration strategy is the practice that leads to a change in attitudes and behavior and consequently leads people to believe that it is possible, whether they are health professionals, people with disabilities and their families, students without disabilities, educators, and teachers. Practice is the sine qua non condition that guides APCAS's intervention through the Service Point, like the experimentation and demonstration interventions in schools and in the community or even

the training of human resources is carried out in a context of real intervention with all the actors and resources.

It is important to work with the communities where we belong, to strengthen the connection between the human resources, encouraging and reinforcing these relations to defend the interests of vulnerable groups. Community connections are a power strategy, as union and organization are strength. This innovates and is enriched by the diversity of target group and establishing bridges between sectors, where everyone will have the role of contributing and sharing strategies and methods for the inclusion of persons within sport - because, often, there is a parallel but not integrated and complementary work.

Thus, considering that communication is an essential key to any practice, the project not only intends to create training tools and activity development strategies, but to reach the entire community.

Thus, for this project to be successful, it is important to promote rapprochement with the entire community. For the dissemination of the project, a dedicated communication plan was prepared, to effectively disseminate the objectives and actions of the project, as well as maximize its reach. The project's communication plan seeks to bring together the most appropriate means of communication for the dissemination and communication of the project to the target population, as well as to the community in general.

In this way, as a project, its communication plan and dissemination throughout the community will take into account circulation by all stakeholders related/interested in the final outcomes of the project - persons with disabilities, teachers, coaches, professionals, families, volunteers, etc. - national and international partner's channels, and all community.

Considering that the communication plan is intended to be widely disseminated by different target groups - from the project's target group, its stakeholders, policymakers, and society in general – the dissemination formats will be diversified and through the most various information channels, including media and nonmedia communication, namely:

- Publication of articles and news on all partner's communication channels, namely in social media accounts (Facebook, Instagram);
- Promotion of the project's activities at international and national conferences, seminars, symposiums, or workshops;
- Communication materials (brochures, posters, etc.);
- Challenge participants to publicize and share the project through their contact networks and contribute to the progressive improvement of the project and reach better and further with its target audience.

Effectively, social networks and technological means are the main tools in the dissemination of projects, national or European, it has potential for accessibility to the transversality of the population - so it is powerful intended that all information complies with accessibility standards - to promote equity in the participation of all the project's target audiences.

With regard to proximity communication when developing actions with the target audience, it is important that communication privileges between professionals, partners, families and the community, basic characteristics such as: establishing rules in communication, defining objectives and goals, transparency and openness, constant feedback and permanent, periodic reflection meetings, openness to new challenges and ideas, non-formal moments of sharing, promoting mutual help and communication, managing conflicts, balancing needs and interests and acting accordingly, among others that may be considered relevant in the sense of create proximity

and synergies that effectively promote the articulation of community responses with a view to inclusion.

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 implementation of the project was duly controlled, through the implementation of control measures. The evaluation was carried out based on qualitative and quantitative indicators, with a view to continuously monitoring the service, optimizing its resources, and mobilizing means and strategies to achieve and exceed objectives.

To ensure the effectiveness of the program, as well as to promote the sustainability and profitability of technical and financial performance, the strategic evaluation was carried out with qualitative and quantitative results, through the implementation of technical and financial indicators. Regarding technical performance indicators, they involve compliance with the: execution of project deliverables, number of participants involved by category, gender, and age (students with and without disabilities, people with disabilities, etc.), number of partner entities, number of materials purchased, satisfaction of about 85% of the participants/entities involved, dissemination of the actions developed (according to the typology of activities).

Thus, considering the different target audiences of the project, it was intended that its objectives and actions on diversified target audiences, but with the same objective – to promote more and better inclusive sport.

To carry out the evaluation, these are used as sources of Verification according to the nature of each action: attendance sheets/activity record/prints, meeting minutes, protocols for providing material/partnerships, satisfaction questionnaires, photographic records, prepared materials, publications on the website/email/social networks.

Effectively, the project will have a comprehensive management structure with clear lines to ensure quality results. Thus, in addition to the previously mentioned results, it should be noted that the evaluation showed that 99% of the participants in the training actions were satisfied/very satisfied and 1% was not completely satisfied due to the short duration of the courses and 100% of participants in the awareness actions found them useful and of great relevance.

Throughout the project, moments of reflection were also held, to promote continuous improvement, determine challenges and opportunities and outline future projects that suppress emerging needs and interests.

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.

The promotion of inclusive sport will be one of the ways to make the difference between counting on people who assume themselves as citizens with full rights, who want, demand, and decide about their lives; or people who surrender, because they never were called to participate. Thus, it will be an important contribution to providing this segment of the population, the opportunity to look after their own health by practicing sport.

Some advice that can be given to professionals are:

1. Professionals are always adapting – adapting to the abilities of persons with disabilities is no exception.
2. Adjust the activities to the characteristics of the participants (age, sex and functionality). The adaptations can be made using the TREE model: Teaching or Coaching Style; Rules and Regulations; Equipment; Environment.
3. Participants must have an active voice in their inclusion process. Discover the (im) possibilities and the desires with the athletes.
4. Consider the skills of practitioners. Value capabilities over disabilities.
5. Value practitioners' interests, needs and opinions.
6. Promote the variability of experiences and sports success. Be creative and flexible in finding solutions.
7. Promote synergies with different sectors (education, health, municipalities, etc.) and works in conjunction with the community. Find integrated and joint solutions.
8. Communicate with the family, proximity is fundamental.
9. Promote a sense of belonging to activities.

10. Seeks knowledge and tries new strategies. If it works, great, if it doesn't, try again.
11. Promote reverse inclusion.
12. Create friendly environments that promote inclusion, resorting to activities that lead to the participation of all.
13. Guarantee safety conditions when carrying out activities.
14. Always give positive feedback! Motivate them!
15. Share experiences with other professionals, reflect and challenge yourself!

Best Practice in Portugal #2

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. 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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E-mail: apcas.sede@gmail.com | apcas.desporto@gmail.com

Phone Number: +351912869443 (Ana Barradas)

Homepage: <https://paralisiacerebral.pt/>

Social media: <https://www.facebook.com/apcas> |

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

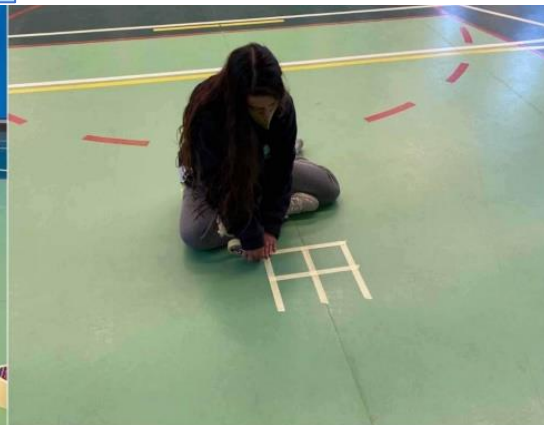
Describe what and how was done (regulations of the sport/game/competition/physical activity), please state the specific context of the practice and the sport(s)/game/competition involved.

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.

Best Practice in Portugal #3

BIRD- Integrated Sport Resource Base

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

Inclusion; Sport for all; Training for teachers and technicians; Community awareness; 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.

APCAS – ALMADA SEIXAL CEREBRAL PALSY ASSOCIATION belongs to everyone and for everyone. Our mission is to provide conditions that allow effective equality of opportunity for people with Cerebral Palsy and other disabilities, as well as their families.

The project "BIRD- Integrated Sport Resource Base" is intended for all people, regardless of age, gender, or functionality. Focusing on the promotion of inclusive physical activity in the most diverse contexts, it involves people with any type of disability, as well as people without disabilities, in a work towards inclusion where everyone is aware of the development of joint activities.

The regular sports activities developed through are specific for the target population in which APCAS intervenes (Cerebral Palsy - group of diseases that includes difficulty in movement and muscle rigidity (spasticity). It results from brain malformations that occur before birth during the period in which that the brain is developing or brain damage that occurs before, during or shortly after birth), but are open to the community.

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]

Address: Largo dos Restauradores, 23, 2840-482 Seixal, Portugal

E-mail: apcas.sede@gmail.com | apcas.desporto@gmail.com

Phone Number: +351912869443 (Ana Barradas)

Homepage: <https://paralisiacerebral.pt/>

Social media: <https://www.facebook.com/apcas> |

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

APCAS was formally constituted on 12 January 2011 and is recognised 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).

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.

The BIRD project, in a national contest with 97 candidates, ranked first, having been awarded, in 2023, the first Sports + Accessible Award developed by the National Institute for Rehabilitation, I.P. (INR, I.P.) and the Portuguese Institute of Sports and Youth, I.P. (IPDJ, I.P.), distinguishes projects that promote the development of sport and physical activity for people with disabilities, with a view to their social inclusion. In addition, in 2023, with this project, APCAS received an award from the Panathlon Clube de Lisboa. This project was also co-funded by the Decathlon Foundation in 2019.

3. Formal/Informal

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

The general objectives of the BIRD project are:

- promoting quality of life by increasing active and healthy lifestyles throughout life;
- increase the practice of regular physical and sports activity for all, regardless of age, gender or functionality, with special emphasis on combating the shortage of sports development offers for PwD;
- promote and develop social inclusion in and through sport in different contexts (educational, social and sports);
- to increase the intergenerational development and family relationships through physical activity.

In this way, formal and informal actions are developed in the community, involving schools, sports clubs, associations of people with disabilities and senior population, municipalities, and other public and private entities. The activities aim to raise awareness of the inclusion of people with disabilities in different contexts, using sports activities as a vehicle for inclusion, through experimentation and demonstration actions, but also training teachers, technicians, and volunteers.

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 BIRD - Integrated Resources Base for Sport, is a project co-financed by the Portuguese Institute of Sport and Youth, I.P., within the scope of the PNDpT - National Sports for All Program and aims to promote inclusion in and through sport, aiming to increase the regular practice of sport and the active and cooperative participation of PwD in their different contexts. It considers as a target audience pre-school, basic and secondary education students with and/or without disabilities, the disabled and senior population, as well as teachers/technicians since they are vehicles for disseminating good inclusive practices.

They propose to develop the following activities:

- Dissemination of the project in different contexts;
- Promotion of the practice of physical activity for everyone in the community, through demonstration and experimentation actions;
- Promotion of awareness-raising actions on inclusive sport at school, using experimentation activities in pre-school, basic and secondary education schools, adjusted to the ages and functionality of students with and without disabilities (e.g. Boccia, Goalball, etc.);
- Promotion of disability awareness activities in schools where all students are challenged to put themselves in the other's shoes (inverse inclusion);
- In collaboration with the students of the Electrotechnical Engineering Course at FCTUNL, the aim is to adapt electronic toys in order to promote equity in the opportunity to play;
- Support in the organization and logistical support in sports matches of Boccia and inclusive activities within the scope of School Sports;
- Promotion of awareness-raising actions using non-formal inclusive activities for the senior population and people with disabilities, as well as an increase in intergenerational meetings;

- Promotion of accredited (for teachers and coaches) and non-accredited (open to the community) training actions;
- Promotion of training actions for students of Professional Sports Courses;
- Development of an electronic platform to support the development of actions within the scope of inclusive sport;
- Disclosure of an information pamphlet on the sports offer for people with disabilities in the Setúbal Peninsula;
- Providing the community with a regular sport, expressive and therapeutic offer developed by APCAS: Boccia, Senior Boccia, Polybat, Therapeutic Swimming, Inclusive Dance, Wheelchair Slalom and Frame running;
- Promotion of competitive/recreational sports meetings that increase the involvement of caregivers and volunteers;
- Promotion of youth and senior volunteer actions involving associations / institutions / schools;
- Participation in activities promoted by IPDJ, I.P., namely in the European Week of Sport;
- Use of adapted transport as a vehicle for promoting and disseminating adapted sport;
- Collaboration in studies, publications and production of manuals in the field of inclusive sport;

- Promotion of collaborative work and the establishment of partnerships.



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.

All project activities are adjustable considering the age, gender, and functionality of each participant, following the Tree Model for adaptation:

- Adaptation of the material (size, weight, texture, etc.);
- Adaptation of the dynamics of activities (complexity of activities, number of participants, inverse inclusion, group work/pairs/tutoring, etc.);
- Adaptation of involvement conditions (change in the dimensions of the areas of activities, remove obstacles, remove distracting stimuli, ensure accessibility, guarantee safety conditions);
- Adaptation Strategies (simple, clear and consistent verbal instruction, continuous communication, demonstrating rather than giving only verbal instruction, passive manipulation during demonstration, physical help in task performance, use of communication tables and appropriate feedback).

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.

Throughout the project, 92.822 have already been involved – 61.546 Students, 8.120 with specific needs/PwD, 6.652 Teachers/technicians, 4.824 Seniors, 12.365 Family members and Volunteers, with around 90% of those involved/entities involved considered himself very satisfied with the actions.

In the current year, 2023, it is expected to reach 1.300 students; 425 teachers/technicians; 675 family members and volunteers; 100 seniors, around 350 with disabilities.

Throughout its execution, BIRD has already had more than 160 strategic partnerships for the implementation of the project, both public and private, both local and national and international. In this way, throughout the BIRD project, it has involved government, municipal, school, sports and health, higher education, response to people with disabilities, the elderly and childhood, and business fabric. This diversity allows the actions and objectives of the projects to be enriched with the most diverse perspectives and experiences of action and with the possibility of being transferable to different realities, increasing the suitability and quality of the project.

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.

BIRD project activities are carried out for the community and in the community, being carried out according to the characteristics of the

participants (age, gender, functionality). Activities to raise awareness, demonstrate and experiment with physical activities carried out in the community, schools, clubs and associations are selected and adapted taking into account the target group, ensuring maximum participation by all stakeholders: the time available for the activity is considered: the number of participants, the characteristics of the physical space for the activities and the available human resources, thus guaranteeing the quality and safety of the activity. Training actions for teachers, technicians and volunteers are adapted to the characteristics and objectives of the target group, prioritizing theoretical-practical sessions.

For all the activities carried out, APCAS provides the specific equipment/material so that the action takes place in accordance with safety standards (eg wheelchairs, boccia balls, tricycles, goalball material, soccer material for the blind, etc).

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.

Considering that it is the local responses to the PwD that make the country respond to the requirements of previous diplomas and, above all, the needs, and interests of PwD, BIRD it constitutes a local response that evolved into

a national one and boosted international partnerships, aiming to take the issues of sport for all from theory to practice.

The BIRD provides the practice of physical and sports activity in the population with disabilities at all ages, acting not only in promoting formal sports practice, but also in municipal, educational and recreational contexts through the development of the practice of inclusive physical and sports activities and the basic development of adapted sport, thus ensuring the practice of sport throughout life and on a regular basis, respecting the aforementioned diplomas and contributing to the promotion of inclusion in various national plans for the promotion of health, physical activity, inclusive education , etc.

The practical aspects that contribute to the innovation of this project are:

- Promotion of reverse inclusion (providing adapted and/or specific activities for people with disabilities to the population without disabilities);
- Promoting the regular offer of physical and sporting activities for people with disabilities, in particular Cerebral Palsy (Boccia, Wheelchair Slalom, Frame running, Therapeutic Swimming, Inclusive Dance, Adapted Athletics);
- Promotion of collaborative work by establishing a network of partnerships that allows the dissemination of good inclusive practices;
- Promoting the sharing of knowledge using training actions for teachers and technicians;
- Active involvement of all stakeholders in the inclusion process (teachers, technicians, families, volunteers, etc.);

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.

In the BIRD project, the main strategy for promoting inclusion is the sharing of good practices between teachers and technicians, and for this purpose collaborative work between people is promoted, using actions to raise awareness of the problems, round tables, and sessions of testimonials from people with disability.

Regarding families, the project counts on their collaboration in many of the activities that are promoted, being actively involved in promoting the inclusion of people with disabilities: participating in round tables, training technicians and even as facilitators of activities in the community.

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.

APCAS seeks good governance throughout its programs and projects, valuing the sustainability and transparency. The evaluation is carried out based on qualitative and quantitative indicators, with a view to continuously monitoring the service, optimizing its resources, and mobilizing means and strategies to achieve and exceed the defined objectives.

Goals are defined annually based on the impact of the previous year – namely, considering the aspects to be improved and the suggestions for actions that the target public would like to see implemented, pointed out in the satisfaction questionnaires; and study of the state of the art at national and European level – looking for continuity, intensification, and innovation of actions.

As for the indicators, technical, time and budgetary performance indicators are defined, namely: regarding the technical performance indicators, they involve the number of participants involved by category, gender and age (students with and without disabilities, people with disabilities, etc.), number of partner entities and preparation of project materials (e.g. informative pamphlet of the regular sports offer), satisfaction of around 85% of the participants/entities involved, dissemination of the actions developed – as shown in the results presented above; in terms of deadline indicators, it is considered that 90% of the schedule of actions/activities planned for each calendar year must be carried out without execution deviations; financially, there should not be deviations of 10% from the initial budget.

To carry out the evaluation, based on the aforementioned indicators, sources of verification are used: as technical performance indicators, attendance sheets/activity records/prints (in the case of actions online), meeting minutes, protocols for transferring material/partnerships, satisfaction questionnaires, photographic records, prepared materials, publications on the website/e-mail/social networks; regarding term indicators, previous verification sources include the time component (date) through which compliance with the schedule is assessed; the budgetary indicator is measured monthly in accordance with the financial documents.

Given the duration of the project, APCAS in 2020 also sought to analyse the medium-term impact of some of the training actions, where it was found that 85% of participants considered that the actions had “a lot of impact” on a personal level and 75% considered the same on a professional level. As positive aspects, the acquisition of new knowledge and methodologies, the support materials provided, the positive environment of the actions and the opportunity to experiment with the modalities stood out. As negative aspects, it should be noted that 34% of the participants pointed out the duration of the sessions, mentioning who wish they had more time.

Risk assessment and mitigation are carried out carefully throughout the project. By way of example, some of the risks associated with the implementation of BIRD that have been mitigated to date include: budget readjustments in relation to what was requested in the application and what was allocated, the management of materials and equipment to be given to the community, the management of the execution of activities in the face of requests, the readaptation to the use of technologies in times of a pandemic, among others.

At the same time, a continuous communication plan is developed to maximize the scope of the project’s implementation with the target audience, community, stakeholders and different public/private entities.

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, with families and people with disabilities;
- Adapt the activities to the characteristics of the participants (age, gender and functionality);
- Resort to the tree model to adapt the activities (adaptation of subjects, contexts, activity organization and communication strategies);
- Promote reverse inclusion;
- Create friendly environments that promote inclusion by resorting to activities that lead to everyone's participation.