



WAYWARD

FINAL REPORT

***KA2 - COOPERATION FOR INNOVATION AND THE
EXCHANGE OF GOOD PRACTICES - CAPACITY BUILDING IN
THE FIELD OF YOUTH***

**WORKING TO APPROACH
YOUTH WORKERS AS
AGENTS OF A RESPONSE TO
DISABILITY WAYWARD**



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Working to Approach Youth Workers as
Agent of a Response to Disability

FINAL REPORT

Publishers: Mine Vaganti NGO, AETOI Thessalonikis, Bulgarian Sports Development Association, LCP, CSDS, La Asociacion Mexiana de Voluntariado Internacional A.C.

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CB Youth WAYWARD Report Introduction

About WAYWARD

“Working to Approach Youth Workers as Agents of a Response to Disability” (WAYWARD) is a Capacity Building Youth project involving 6 partner organizations from Greece, Ireland, Italy, Bulgaria, Vietnam and Mexico with the overarching aim of empowering personal development, overcoming of stereotypes and social inclusion of young people (age 18-25) with mental disability in partner countries through the empowerment of youth workers and NGOs in terms of understanding and methodological toolset based on the ETS (Education Through Sport) methodology.

The World Bank quantifies in a total one billion (15% of the World’s population) the individuals with some form of disability in the World. As a phenomenon, highlights the World Bank, disability is prevalent in developing countries and is generally accompanied by adverse socioeconomic outcomes as lower rates of education, poorer health outcomes, lower levels of employment and higher poverty rates.

As underscored by the World Report on Disability (WHO, 2011), mental health conditions are particularly stigmatized, with several aspects of commonality in this stigma existing across different geographical settings. Negative attitudes and behaviours, continues the Report, have an adverse effect on children and adults with disabilities, leading to negative consequences as low self-esteem and reduced participation.

The EHSIS Eurostat survey (2012) reports that of the 70 million disabled young people aged over 15

years old in Europe (17,6% of the total population), 25,6% reported a disability relating to education and training, 38,6% to employment and 60% to leisure activities.

The WHO (2013) notes that children with disabilities are less likely to attend school, thereby experiencing limited opportunities for human capital formation and facing reduced employment opportunities and decreased productivity in adulthood. As displayed by the Eurobarometer (2014), disability or illness is one of the main reasons for not participating in Sport among the general population.

At the same time, as illustrated by academic research, participation in Sport is positively linked with a set of positive outcomes (see Weiss, J., Diamond, T., Demark, J., & Lovald, B., 2003).

ETS, combining in a positive synergy the inclusive potential of ETS and Sport provides grassroots organizations with a powerful tool to enhance young disabled people’s motivation to participate in society, at the same time countering phenomena of social stigma through positive awareness and providing young people facing mental disability with the transversal backpack of skills for successful integration in all spheres of education, society and, prospectively, labour market.

WAYWARD results:

- 1) Training Format enabling operators active in the field of youth to foster motivation, skills and social inclusion potential at the level of mentally disabled young people through ETS.
- 2) Manual, which will serve as a supporting material for youth organizations and operators in their work with the niche target of mentally disabled youngsters.

3) Multilingual Web Platform whereby to provide visibility to project activities/materials, opportunities of e-learning to external operators by means of online educational modules as well as disclose future activities to be implemented by project partners at the international and local events.

Education Through Sport

Education Through Sport (hereinafter “ETS”) is a non-formal approach to education that is active in the area of sport and physical activity and relates to the development of the core skills of individuals and communities during their activities in order to lead to self-improvement and sustainable social change. At the same time, it allows the individuals that participate in it to form a relationship. The goal of this approach is to achieve a permanent social change, which eventually will allow for empowerment between the individuals. The combination of sport and learning offers an excellent opportunity to learn through events that are very fun, highly emotional and based on active engagement and participation. This may bring individuals very close and it is a very common way of learning and with a little training and planning, it may result in powerful learning results that can be incorporated into participants’ lives for the rest of their lives.

Within all the countries that participated in this project, the common element was the leading role that their respective Paralympic Committees have into providing sport opportunities to individual with disabilities. Paralympic Committees are responsible for the development and dissemination of the Paralympic Movement in the respective countries as well as for the selection, formation and deployment of all national teams

to the Paralympic Games. Their main goal refers to the expansion of the Paralympic Movement in this context, these provide incentives to motivate and encourage people with disabilities - and especially young people - to actively participate in sports, through their daily involvement with it through a number of opportunities that range from rehabilitation sport activities to opportunities for elite sport activities to people with disabilities.

To some extent, all countries have several non-profit organizations and sport federations apart from their Paralympic Committees that are active in providing more opportunities for individuals with disabilities, as those are documented in the “Offers and Barriers” documents that are submitted by each participant country. Their programs and initiatives focus not only at raising awareness about individuals with disabilities, but at celebrating the achievements of the latter in sports. This report aims to provide a general overview of the offers and the barriers that individuals in each country faces in the field of ETS.

European Disability Strategy

The European Union and all its Member States are party to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). According to Article 9 of the Convention, disabled persons should be enabled to live “independently and participate fully in all aspects of life” – meaning all obstacles must be eliminated. Accessibility is one of the preconditions to ensure the full participation of persons with disabilities in society. Obstacles to full participation are not only represented by the physical environment, transportation and ICT, but also by the inaccessibility of human support (services, facilities and adequate support) and technical aids, as well as the avail-



ability of alternative communication systems (e.g. easy-to-read language, Braille, sign language, etc.). Accessibility requirements may vary depending on external and internal factors; they may therefore support not only persons with disabilities, but also the general population at various stages of life. The European Commission consulted stakeholders and experts on accessibility and took into account the obligations deriving from the UN convention on persons with disabilities.

The main elements of the UN Convention are reflected in the European disability strategy 2010-2020. For the EU, the convention entered into force on 22 January 2011. All EU Member States have signed and ratified the convention. 22 EU countries have also signed and ratified its optional protocol in January 2019. The European disability strategy 2010-2020 is supported by the European Accessibility Act which is a directive that ensures the accessibility of a number of services and products within Member States. In order to do so, the directive aims to improve the trade of accessible products and services between Member States, leading to more accessible products and services in the market, and with more affordable prices. This act covers products and services that have been identified as being most important for persons with disabilities while being most likely to have diverging accessibility requirements across EU countries. Another key disability initiative is the EU directive 2016/2102 on the accessibility of website and mobile applications of public sector bodies.

The EU provides financial support through an annual grant to a number of EU-level disabled people's organisations (DPOs) and NGOs (under the rights, equality and citizenship programme) to make their participation in EU-level processes easier.

These bodies include:

- European Disability Forum
- Inclusion Europe
- International Federation for Spina Bifida and Hydrocephalus
- European Blind Union
- European Union of the Deaf
- Autism Europe
- Mental Health Europe

The European structural and investment funds (ESIF) are the EU main financial instruments to strengthen economic and social cohesion. They help ensure social inclusion of the most vulnerable citizens, including those with disabilities, whereas the Academic Network of European Disability Experts (ANED) provides the European Commission with analysis of data and policies from the EU Member States. Lastly, Erasmus+ is the EU's programme to support education, training, youth and sport in Europe with a budget of €14.7 billion. The best practices by the organizations in Bulgaria, Greece, Ireland and Italy reflect the objectives of the European Disability Strategy.

The Consortium

The consortium of this project consists of 6 partners.

AETOI Thessalonikis

The main objectives of AETOI Thessalonikis (AETOI) is supporting people with disabilities. Our organization works directly with about 80 children and adults with disabilities, together for the common goal of social participation and inclusion. The main staff in our organization are physical trainers and we collaborate with psychologists, social workers, educators etc. Besides the managing board, a number of people are offering their voluntary work. Our goal for our staff is to learn further

informal and non-formal educational techniques and to improve their techniques for promoting volunteering and supporting social inclusion.

www.aetoithessalonikis.gr/

Mexican Association of International Volunteers A.C.

The Mexican Association of International Volunteers A.C. (AMVIAC) founded on December 5, 2014, on the initiative of Mexican volunteers and professionals who wanted to participate in the transformation of the country through the integration of International Volunteering in projects organized in Mexico by civil associations, city councils, communities and organized groups, as well as with the sending of Mexicans to projects abroad with the idea that with this experience they can, upon returning to the country, become more actively involved in the community's work.

AMVIAC carries out several activities such as thematic campaigns, international workcamps, associative meetings, promotion of international volunteering through presentations in universities and various institutions that benefit local communities and mainly young people. The organisation gives access to people to the international volunteering experience, in particular that of the young people with less opportunities.

Bulgarian Sports Development

Bulgarian Sports Development Association (BSDA) was founded in 2010 and is a nonprofit public benefit organization devoted to the development of Bulgarian sport and improving sporting culture in Bulgaria! Our team is motivated, creative and full of innovative spirit that works for development of Bulgarian sport and enhance the sport culture in Bulgaria with a desire and motivation.

BSDA membership is voluntary and the association involve both physical and legal persons who are willing to help sport development with time, ideas, effort or financial support. We also organize different events in the areas of: entrepreneurship, citizenship and active society. The team of the organization consists of professionals from different fields as: sport experts, media specialists, tourism and hospitality, education, marketing and others.

www.en.bulsport.bg/

Center for Sustainable Development Studies
Center for Sustainable Development Studies (CSDS) was established in 2009 as a legally registered local non-governmental, not-profit organisation. Average employment in organisation reaches 20 people. CSDS aims to promote education for sustainable development through building the capacity of people and organizations to address development challenges in Vietnam.

We use education and training as the primary means of empowering individuals and organisations to pursue sustainable development. We also focus on volunteering, particularly youth volunteering, as this provides a context for learning and practice, and a resource for delivering our programs and projects.

CSDS has a strong global exchange program with over 400 international volunteers joining various projects in Vietnam every year.

www.facebook.com/CSDS.VN/

Love and Care for People

Love and Care for People (LCP) is a non-profit registered charitable organisation based in Ireland. LCP is an integrated and holistic service which provides a safe and supportive environment where



women and young people especially those living in hardship, socially excluded, victims of abuse and those with fewer opportunities can experience the joy, laughter and safety that should be a part of everyday life. LCP provides tools for self-sufficiency, opportunities to excel and resources to develop one's full potential, rebuild lives, enhance economic conditions, and create one's own future.

www.loveandcareforpeople.eu/news/view/21

Mine Vaganti NGO

Mine Vaganti NGO (MVNGO) is a no-profit organisation born in Sardinia in 2009. MVNGO has 4 offices in Sassari, Uri, Olbia and Tempio Pausania covering all the North of Sardinia with other branches in the rest of Italy. Mission: MVNGO promotes intercultural dialogue, social inclusion through Sport and environmental protection using Non-Formal Education. MVNGO is part of 3 international networks such as YEE, ISCA and MV International. Services: MVNGO is an educational training provider at local and European level and has a consultant role for public and private bodies in order to promote and develop European and trans-continental projects.

www.minevaganti.org/

Chapter 1

Offers and Barriers at National Level of Participant countries

AETOI - Greece

1. Facts and numbers about sport and disability at national level

Disability is a global reality, directly affecting a heterogeneous population with genetic or acquired disabilities, visible or invisible, sensory, motor, cognitive or mental. According to the WHO, these are more than 1 billion people, while one in four Europeans over the age of 16 has reported some form of long-term disability or has a family member with some form of disability, according to data released by Eurostat on the occasion of International Day of Persons with Disabilities. In Greece, the number of people with some form of disability reaches almost 25% of the entire population. According to data from the National Confederation of Persons with Disabilities (hereinafter 'ESAMEA'), among those who have severe disability, and who are estimated to be something more than 1,000,000 individuals, six out of ten live in the spectrum of poverty and exclusion. Furthermore, based on 2018 data for Greece by the European Observatory on Health Systems and Policies, one in two disabled people has never participated in any cultural or sports activity, has never been to a theatre, cinema, concert or archaeological site. In addition, among the problems faced by people with disabilities in Greece, as those are recorded by the Greek Ombudsman are the inability to access public areas, public buildings and means

of transportation, as well as the inability to integrate children into school education. The report produced by this independent authority, which is prepared on an annual basis concerns the implementation of the UN Convention on the Rights of Persons with Disabilities. It is noted that in 2017 the Greek state legislated a mechanism for the external, independent monitoring of the implementation of this Convention and assigned this responsibility to the Greek Ombudsman.

Furthermore, according to the GALI (Global Activity Limitation Index) people with severe or moderate activity/disability in Greece constitute 24.7% of the population, of which 1,014,177 people have severe disability/activity (11.2 % of the population), while a number of 1,217,020 people (13.5%), are estimated to have moderately reduced their activity due to a long-term health problem. At the productive ages of 20-64, 889,389 people, 14% of the population, are estimated to have some degree of disability, of which 359,244 have severe disability. Regarding young individuals, there were 90,743 students with disabilities and/or special educational needs in the school year 2017-2018 in the Greek educational system, which represented the 6.3% of the country's population. Out of these, 57.3% of students with disabilities and/or special educational needs in general schools did not receive specialized support but were supported only by the general education teacher. In secondary school only 1 in 10 students with disabilities received specialized support, whereas 35% of the students of the integration departments have been placed without any evaluation by a diagnostic body. Only 7% of students with disabilities and/or special educational needs were supported with parallel support, of which 8 out of 10 for less than 20 hours per week.

Although some information is available for students with disabilities in the Greek educa-

tional system, until 2019 in Greece there was no database with athletes with disabilities. In order to change that, the General Secretariat of Sports announced the "Hilon" program, which aimed, among other things to achieve the full registration of athletes in the federations in order to more fairly distribute the budget of the Ministry among the Greek sports federations. Despite the fact that under the Greek law federations were required to have an online registry of athletes, few sport federations have implemented it. Nevertheless, the registered athletes with disabilities are approximately 3,500 .

2. Identification of the existing barriers concerning young people with intellectual disabilities in the national context about integration in Sport, education and society

Some of the challenges in relation to the integration of young people with intellectual disabilities in sport, education and society are the lack of an accessible environment to play sports and the very few opportunities to do so in an organized form. To address the aforementioned challenges, the General Secretariat of Sports in 2012 issue the institutional framework of access for people with disabilities to the country's sports facilities. Although the institutional framework made the accessibility of people with disabilities mandatory in sport facilities, in practice it was implemented only to a very small extent. For example, in 2000, the Adapted Sports Culture Development Center (KAPPA 2000) was established in Thessaloniki, which is aimed at meeting the needs of athletes with disabilities in Northern Greece. Nowadays, the same sport facility (KAPPA 2000) fails to meet the needs of these athletes as a result of mismanagement. Another example of mismanagement of sport facilities is the fact that the certification process of sports facilities has been underway for about 5-6 years. One significant parameter of their



certification is their accessibility by people with disabilities. Although physical access to sports facilities in Greece has improved to some extent in recent years, the quality of accessible provision in many facilities still falls short of the sporting needs and expectations of disabled people. Therefore, existing sport facilities are often unable to accommodate the needs of a range of sports participants with disabilities, particularly in relation to the requirements of team sports, wheelchair sports and access to fitness equipment. The sport opportunities provided are mostly found in large cities, rather than everywhere in Greece. Furthermore, there are no special provisions for athletes with disabilities who are also students. Athletes with disabilities can make use of the beneficial provisions of the law on the one hand as people with disabilities and on the other as athletes, but no legislation combines these two. In addition, regarding the opportunities given to athletes with disabilities to enter the labor market, these do not differ from the opportunities given to athletes without disabilities and in practice these are not many. The only beneficial provision that athletes (with or without disabilities) still enjoy is their placement in the public sector, in the case of their win of an Olympic or Paralympic medal. However, even in this scenario, for this to happen it requires a Presidential Decree which for various reasons e.g. financial crisis, may not be signed in due time.

3. Identification of the existing offers and opportunities of integration in Sport, education and society for young people with intellectual disabilities in the national context

Despite the aforementioned barriers of integration in sport, education and society for young people with intellectual disabilities, opportunities do exist for the specific target group. In particular, in Greece, sports for people with disabilities began

to develop in the late 1970s and early 1980s with the first participation of Greek athletes in the Paralympic Games and the establishment of the first sports clubs. During the 80's through the Mass Sports programs of the General Secretariat of Sports, the actions of trade unions for the rights of people with disabilities but also the individual efforts and the passion of scientifically trained physical education teachers intensified the effort to create sport organizations. In the 1990s, two Sports Federations for people with disabilities were founded, one of which was the Panhellenic Sports Federation for People with Disabilities (PA.OM.AmeA, 1993) and the other was the Panhellenic Sports Federation for the Physically Handicapped (PAOKA, 1996). These two sport organizations were the forerunners of the National Sports Federation of Persons with Disabilities (hereinafter 'EAOM') which was established in December 2002.

EAOM is responsible for organizing about 17 championships for people with disabilities, whereas the Federation of Greek Wheelchair Basketball Associations is responsible only for the wheelchair basketball. In addition, the Hellenic Sports Federation of the Deaf is responsible for organizing tournaments and championships for the hearing impaired, and the newly formed Hellenic Athletic Federation of Kidney Patients and Transplants is responsible for organizing tournaments and championships for kidney patients or transplant athletes. Thus, in 2020 there are four federations which cater exclusively to the needs of athletes with disabilities, while there are still some federations (e.g. triathlon, rowing, sailing) which in a murky legal landscape include athletes with disabilities in their leagues. This is because by law a sports club can be either a sports club for people with disabilities or a sports club for people without disabilities. In other words, athletes with and without disabilities cannot be members of it at

the same time. It is of importance to mention that after the inception of EAOM in 2002 and within the next year and a half, 135 Greek athletes with disabilities qualified to participate in 17 Paralympic sports at the ATHENS 2004 Paralympic Games. Apart from EAOM which offers opportunities for sport inclusion to individuals with disabilities, the Hellenic Paralympic Committee is very active into providing sport opportunities as well. Thus, the Hellenic Paralympic Committee is responsible for the development and dissemination of the Paralympic Movement in Greece as well as for the selection, formation and deployment of national teams to the Paralympic Games. Its main goal refers to the expansion of the Paralympic Movement in Greece and in this context, it provides incentives to motivate and encourage people with disabilities - and especially young people - to actively participate in sports, through their daily involvement with it through a number of opportunities that range from rehabilitation sport activities to opportunities for elite sport activities to people with disabilities. Through this process, it contributes immensely to the socialization and equal integration of people with disabilities in the society.

For many years, within the Greek legal framework there were few provisions which specifically protected the rights of people and children with disabilities and catered to their needs. For example, although there were no special provisions for athletes with disabilities who were also students, some provisions existed under certain conditions. Some of the beneficial provisions of the law that apply to athletes with disabilities are the following:

- Athletes who attend official competitions (on national, European, or world level) can be excused from their classes and are entitled to take the

exams even when they have missed the date of the scheduled exams.

- Until 2010, athletes who won a national medal and at the same time performed well at school or university were rewarded by the state with a small scholarship. In 2000, however, due to the general economic crisis in the country, such scholarships were abolished.

- Student athletes with disabilities that performed very well on an international competition can be admitted to university departments without exams (something that does not apply to the general public).

- Finally, for athletes with disabilities who achieve very high distinctions e.g. one of the top three places in world championships or the Olympics, a monetary reward is provided for both them and their coaches.

Furthermore, within the last year (2019), many efforts are made in the creation of a national action plan. Thus, the National Action Plan for the Rights of People with Disabilities (hereinafter 'NAP') is a 'roadmap' that provides a clear, coherent and systematic framework for action, mainly for the period 2020-2023. At the same time, actions are recorded with a more long-term implementation horizon in mind. The United Nations Convention on the Rights of Persons with Disabilities is the first legally binding text on the protection of human rights, especially for individuals with disabilities which was signed by the UN General Assembly in 2006. The European Commission signed the Convention in 2007 on behalf of the European Union and ratified it in 2010. Greece ratified the Convention and the optional protocol according to law 4074/2012. Subsequently, the Law 4488/2017 established a general framework of regulations for the implementation of the Convention. The NAP is a product of close cooperation between



the political leadership and the public officials of all Ministries. Furthermore, the constitutional requirement of Article 21 is put into practice with paragraph 6 which guarantees that individuals with Disabilities have the right to enjoy actions that ensure autonomy, professional integration and participation in the social, economic and political life of the country. The NAP consists of specific actions that Ministries and other stakeholders need to take, with clear timetables and achievement indicators that will be integrated into the Integrated Information System for its Monitoring and Evaluation which is developed by the Government as Project TOGETHER. This will ensure its implementation and it will enable the project's dynamic updating in cooperation with the representative organizations of ESADEA. This plan in its entirety highlights the efforts made to eliminate physical, policy, transportation barriers and more. An example of an initiative to eliminate physical barriers is the announcement by the Deputy Minister of Sports of the creation of a new sports facility for people with disabilities in Attica in order to serve not only athletes with disabilities in the region of Attica (Attica's population is about 5 million people) but also from all over Greece. Regarding the condition of the sport facilities, although the certification of these is not completed, in 2019, ministers of the cabinet gave the managers of the sports facilities a one-year deadline for the harmonization of the sports facilities with the safety standards, and thus eliminating physical barriers for people with disabilities. More initiatives are designed and are about to be implemented within the next few years.

4. Conclusions

Although many steps forward have been made in recent decades, with the recognition of the disability movement, the institutionalization of their rights and the implementation of programs,

the social integration of people with disabilities has not progressed satisfactorily. Within the last few years, the Greek government has intensified its efforts to ensure equal opportunities for individuals with disabilities, so that they can achieve their full potential in life. This does not mean that full inclusion will be achieved any time soon, however the process is a multi-dimensional one and aims at creating conditions which will enable full and active participation of every member of the society in all aspects of life, with regards to education and sport opportunities, to opportunities for employment and more. One thing is for sure, the Greek government looks committed to ensuring that equal opportunities are given to individuals with diverse needs, disabilities, and disadvantages in a way that respects and protects these groups' rights. However, we should never forget the responsibility that all citizens have towards the accessibility and integration of the disabled in the society. As Margaret Mead (cultural anthropologist) once said: "If we are to achieve a richer culture, we must weave one in which each diverse human gift will find a fitting place."

AMVIAC – Mexico

1. Facts and numbers about sport and disability at national level

In 2018 7.7 million Mexicans with disabilities were recorded, of which 54.2% correspond to women and 49.9% are older adults, revealed the National Institute of Statistics and Geography (INEGI).

Motor disability is one of the most excluded from right to education (only 36% of the population from 3 to 17 years attend school at the level corresponding to their age), followed by mental limitation (46.2), walking disability (68.5), the auditory (74.9) and the visual (91.6).

2. Identification of the existing barriers concerning young people with intellectual disabilities in the national context about integration in Sport, education and society

Opportunities and difficulties to participate in physical activity they can refer to dimensions as varied as: lack of time, trustworthy, of money, of success, having to do other things, boredom, too much pressure, loss of interest, Friends stop participating, fear of injury, not having a place to practice, lack of support or o alternative activities. Others factors that may limit the participation in physical activities within the community they are: cost and accessibility of activities, lack of knowledge of the available offer, inadequate supply of activities and fear of integrating with other unknown groups (Witten, Hiscock, Pearce, Blakely, 2008).

3. Identification of the existing offers and opportunities of integration in Sport, education and society for young people with intellectual disabilities in the national context

Adapted sport, generic name given in Latin America to sports practiced by people with disabilities, it was born more for the interest of individuals than as a State policy and it provides some social solutions collaterally, like health benefits and in favoring the image and the social incorporation of the persons with disabilities in their society.

In 1957, in the Mexico City, the first interschool tournament for people with mental disabilities was held, participating students of pedagogical medical institute and Eduardo Seguin institute. By 1964 the director of the children's pedagogical center, Dr. Ramos Méndez, promotes in its special school for children with sequelae of polio, the football in canes, as well as the creation of the Group of Hikers of Invalid Children Group 84 in the Boy Scouts organization, which practice scouting

and hiking. Group that surprises for being the first of its kind and y being well received by Scout groups. This school would later be the beginning of the INPI and then the DIF.

In 1963 Jorge Antonio Beltrán Romero psychologist from the Mexican Institute of Rehabilitation A.C., supported by the Patron of the Institute Mr. O'Farril and doctors Vázquez Vela y Leobardo Ruiz integrates sport activity into the general rehabilitation program of the mentioned institute and therefore the first Mexican participation was sent to the World Games in Stoke Mandeville. On that occasion, Marta Ruiz obtained two gold medals in swimming, while Manuel Ruiz got gold and silver in athletics.

The following year in 1964 the Dr. Ruiz and the psychologist Beltrán Romero, of the Rehabilitation Institute, they came to Tokyo as observers of the Olympic Games for athletes with disabilities.

In 1967 the coordination of Special Education, belonging to the Secretary of Public Education, called the mini- Olympiad, fist of its kind in our country, to all students with mental deficiencies. Of the ten schools of Pedagogical Experimentation of the Distrito Federal, around 800 students had the opportunity to compete in athletics, soccer and volleyball. In the facilities of the Magdalena Mixhuca.

The successes of these athletes increased interest Dr. Beltrán and of the doctors of the Rehabilitation Institute promoting competitive sport of the within programs for persons with disabilities, so the psychologist created, in that year, the National Association of Disabled Locomotor Apparatus.

It was evident that they are the educational authorities and not the sports ones, the ones that were beginning to snow their interest to bring



competitive sport to special education centers; however, his actions had no echo and Mexico missed the opportunity to carry out the Olympic Adapted Sport fair in 1968, what Israel had to cancel the world event.

Already incorporated into the international sports movement, Mexico was invited to participate in August 1972 to the Olympic Games for the Disabled, in Heidelberg, Alemania. The Summer Olympic were held in Munich.

In Mexico he started practicing 7 sports: Fencing, Slalom, Archery, Swimming, Table tennis, basketball, weightlifting, Track and Field Athletics.

Fencing is only practiced for the first 3 years and slalom for 9 years, (wheelchair driving skill test in the face of obstacles, ramps, steps and time). They have disappeared from national sport, to join two new sports in the second part of the 90s: Court tennis and Sport dance, both on a wheelchair.

The Emergence of the First Federation before CODEME.

Being this sport the one that was first organized and recognized nationally, they are organized from 1972 to 1989, year after year, the National Sports Games on a Wheelchair, in all its forms and in the male and female branches, having as its headquarters the facilities of the Mexican Olympic Committee.

In 1990, in the XVII version of the National Games, they were stopped at the CDOM and they take place in Veracruz, because the DIF decide that they went to the states of the Mexican Republic, to get more presence and diffusion and since then every year, one state is host to the National Paralympic Games.

The pioneering institutions that support the practice of wheelchair sports and its growth

and development until they had the scope and successes, they have today were: The Mexican Institute of Rehabilitation; the National Autonomous University of Mexico (UNAM); National Railways of Mexico; The Mexican Institute of Social Security; The ISSSTE; The department of Distrito Federal and The National Institute for Child Protection. Now DIF

The successes of Mexican Paralympic athletes have provoked diverse reactions in the country and countless opinions. Some claim to dismiss their achievements in comparing the achievements of the Olympic Athletes, who had much more support. The Paralympics showed that if you can succeed even when only minimal support is available.

Given the evidence that persons with disabilities they had neither own facilities nor sufficient resources to carry out better competitive preparation, a radio commentator becomes one of the forerunners of this movement, within the mass media, your name Miguel Aguirre Castellanos, who for years named them Plusválidos, since he said that with les they did mores, Aguirre was one of the main drivers to create a high performance center for athletes with disabilities.

About adapted sport:

In Mexico there are five sports federations which have as main objective detect, support and develop the talent of people with disabilities. Instilling respect for others, in a competitive environment.

Federación Mexicana de Deportes sobre Silla de Ruedas.

Federación Mexicana del Deporte para Ciegos y Débiles Visuales.

Federación Mexicana de Deportes para Personas con Parálisis Cerebral.

Federación Mexicana de Deportistas Especiales.
Federación Mexicana de Deportes para Sordos.
FEDEME A.C.

This A. C. is made up of state associations and related organisms, they voluntarily requested they obtained affiliation as Associates. This Federation is the highest authority of sport for persons with intellectual disabilities in the Mexican Republic, and is affiliated with the Mexican Sports Confederation A.C. (CODEME) and the Mexican Olympic Committee A.C. (COM), Mexican Paralympic Committee (COPAME) and the international level to the Sports Federation for Athletes with Intellectual Disabilities (INAS), to the Sports Union for Persons with Down Syndrome (SU-DS), its corporate purpose is to provide sports training and y duly organized competition for said population.

4. Conclusions

The development of the adapted sport requires great support from the private sphere, which is the one that should provide the greatest financial contribution, but with all the support of the government apparatus to allow things to happen. If we want the results of the past Parapan American Games we can maintain and overcome them (55 gold medals, 58 silver medals and 45 bronze medals), great teamwork is necessary, so that a multidisciplinary team of coaches, psychologist, nutritionists, doctors, physiotherapists, managers, methodologists, analysts, etc. (all specialists in adapted sports) with infrastructure, with the necessary adjustments for sport and with adequate accessibility allow us to continue on the right path.

I am convinced that the Mexican Paralympic Committee is doing what is in its hands for which adapted sport and the Paralympic sport of Mexico,

take the leap we require to compete alongside the great Powers; coupled with that organisms are emerging that from the private sphere they lay positive foundations, generating better conditions for the practice of Inclusive Physical Activation and Adapted Sport, such the case of DreamsAble, than with a group of specialists in Adapted Sports, work to support the great leap for the inclusion of different sectors of Persons with Disabilities, and that they can have the necessary conditions so that they have Access to the practice of Planned Physical Exercise FEMEDE A.C.

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BSDA – Bulgaria

1. Facts and numbers about sport and disability at national level

The full and equal exercise of all rights by people with disabilities is a national priority in Bulgaria, requiring an active, purposeful and consistent policy, as well as uniting the actions of the involved authorities, institutions and with the active participation of civil society.

Counting the complex and multilateral nature of the measures for guaranteeing and recognizing the full exercise of all rights and fundamental



freedoms for people with disabilities, the policy in this area is aimed at implementing in the long term an integrated approach based on the principles of horizontal impact resources in different policies.

The current National Strategy for People with Disabilities 2016 - 2020 is a key policy document that formulates the priority goals and measures and is aimed at improving the quality of life of people with disabilities, preventing discrimination on the grounds of "disability", ensuring their full and active participation in all areas of public life and promoting respect for their rights in all policies.

The national goals and priorities of the National Strategy are formulated in accordance with the European Strategy for People with Disabilities for the period 2010-2020. "Renewed commitment to a Europe without barriers". The goals and priorities also correspond to the National Health Strategy 2020, which pays special attention to this group of citizens. Policy 1.6 "The best possible health for people with disabilities".

The National Strategy for People with Disabilities 2016-2020 was developed in connection with the implementation of national commitments to implement the ratified UN Convention on the Rights of Persons with Disabilities, in particular in pursuance of Strategic Objective 8, item 8. 2 of the Action Plan of the Republic of Bulgaria for the implementation of the Convention on the Rights of Persons with Disabilities (2015 - 2020).

EUROPEAN FRAMEWORK AND NATIONAL DIMENSIONS

The national policy is guided by national and international strategic documents, including the international treaties ratified by our country, the European Social Charter / revised, the Action Plan for the promotion of the rights and full participa-

tion in society of people with disabilities: improving the quality of life of people with disabilities in Europe 2006-2015 of the Council of Europe and others in the relevant sectoral policies.

PRIORITY 6: Providing access to sports, recreation, tourism and participation in cultural life

In the field of providing access to sports, the Ministry of Youth and Sports implements programs for the development of sports among people with disabilities, which are set in the "National Program for Development of Physical Education and Sports in the Republic of Bulgaria 2013 - 2016." and are in implementation of one of the main priorities of the Ministry, namely the promotion of children and youth to physical activity and systematic practice of sports as a means of healthy living, physical and spiritual development.

The implementation of the Programs, using the existing good practices in this field, creates conditions for supporting the social integration, adaptation and full realization in the public life of people and children with disabilities, by creating conditions and opportunities for their inclusion in free sports activities in order to improving their quality of life, physical and mental suitability. The programs are updated and further developed annually, creating opportunities for a wider reach among people with disabilities and access to sports. The Ministry of Youth and Sports annually funds school games for the students from the special schools, which are realized by the Bulgarian Paralympic Association (BPA) and the Sports Federation of the Deaf in Bulgaria (SFGB). Student games for children with hearing impairment, impaired vision, physical disabilities and disabilities of the central nervous system provide an opportunity for personal expression in the field of sports for children and students with special educational needs, as well as for the

right to a one-year scholarship for gifted children classified under the Program of measures for gifted children for the relevant calendar year.

Through project funding, the Ministry of Youth and Sports supports the training and sports activities carried out by licensed sports organizations developing sports activities for people with disabilities.

MEASURES

- Providing conditions and opportunities for sports clubs in the country to expand the range of people with disabilities, to participate in sports activities in order to improve their physical capacity, full use of free time and their social integration.
- Providing opportunities, according to disability and health status, to obtain initial skills, habits and knowledge for practicing a preferred sport.
- Development of the social functions and the socially useful activity of the specialized sports organizations and institutions by increasing and diversifying the sports services for the people with disabilities.
- Formation of lasting interest among people with disabilities for participation in regular sports activities and providing an opportunity for coaches in 30 sports clubs for selection of Paralympic sports practitioners to participate in competitions from the domestic and international sports calendar.
- Providing an opportunity for inclusion in the conduct of sports activities of sports specialists with qualifications in the field of adapted physical activity, adapted sports and kinesitherapy for people with disabilities.

2. Identification of the existing barriers concerning young people with intellectual disabilities in the national context about integration in sport, education and society.

One of the most serious problems for people with disabilities - providing an accessible environment - still does not found a good solution. A good normative base has been created, as with the Spatial Planning Act, it introduces requirements for building an accessible environment, and the specific requirements for providing an accessible environment have been introduced with a number of regulations with technical norms for design. Regulatory requirements for building an accessible environment in urban areas have been created; for regulating the traffic on the roads with light signals; installation of traffic lights at intersections located on accessible routes, to accompany the green light of the traffic light from an audible signal.

In most of the municipalities in the country there is a positive public response and attitudes towards providing an accessible environment for people with disabilities. Sponsors provide funds for the adaptation of buildings, schools, cultural institutions, and municipal budgets also allocate funds for this purpose. It is necessary to establish good coordination between local authorities and the state administration to collect information on the implementation of measures to create an accessible environment. In this direction, the role of the regional councils for regional development, of the municipal bodies is especially important and they must provide the necessary assistance.

Ensuring comprehensive rehabilitation of people with disabilities is a prerequisite for their full inclusion in society. Rehabilitation of people with disabilities is a comprehensive process, that's why programs and structures must be created to ensure the consistent implementation of the steps of this process, namely - medical, professional and social rehabilitation.



The problem with access to medical rehabilitation is particularly acute. The purpose of medical rehabilitation is to limit or reduce the effects of injury or illness and to restore or improve physical and / or mental functions. Therefore, it is the most essential and indispensable part of the overall rehabilitation process.

So far, the medical rehabilitation of people with chronic diseases and permanent disabilities is not sufficiently covered in the priorities and programs of health policy.

The NHIF pays for some rehabilitation procedures only to people with temporary incapacity for work. The medical rehabilitation of people with chronic diseases and permanent disabilities is not paid for by the NHIF. There are no clinical pathways for medical rehabilitation. With the exception of partial payment for sanatorium treatment through social assistance, people with permanent disabilities do not have access to medical rehabilitation.

Registered job seekers are mostly people with the so-called "common diseases" and lost ability to work up to 50-70%. They have largely retained their ability to work, which makes it easier for them to find work other than that involving strenuous physical exertion. These people have a better chance of success in the labor market. People with physical disabilities are about 20% of the total number of registered unemployed with disabilities. They find it difficult to get a job offer, and very often are unable to start work due to lack of accessible environment.

The share of people with intellectual and mental disabilities registered as job seekers is about 11%. Their chances of working are negligible. Employers refuse to hire them and their only chance remains specialized enterprises and / or home-based work.

3. Identification of the existing offers and opportunities of integration in Sport, education and society for young people with intellectual disabilities in the national context

According to the available data from the Population Census (2001), approximately 265,353 people in Bulgaria have a medically established disability. 92% of them are on age 16-64 years. According to data from the National Social Security Institute (NSI), the total number of people with disabilities in Bulgaria is about 852,370. Some national NGOs consider these figures unrealistically low. According to the National Social Security Institute and the National Statistical Institute (NSI), about 200,000 people with disabilities are of working age in Bulgaria, of which about 13% are employed. According to the National Employment Agency in 2010, there were 13,525 people with disabilities were officially registered as unemployed (ie considered "actively looking for work"), which represents 4% of the total number of registered unemployed.

According to a NSI survey, almost a third of people with medical disabilities believe that they can perform a certain type of work. What is regarding employment preferences, 75% would prefer to be employed by public or private companies, 22% have no preferences and 3% they want to develop their business. 76% of those wishing to work would like to participate in special employment programs.

People with disabilities in Bulgaria are subject to attitudes and practices inherited from the past, when most of them were isolated, protected and cared for by their families or the state. Most of them still remain isolated and unable to go outside their homes due to the inaccessible architectural environment and the lack of adequate social inclusion services.

Insufficient development of alternative services and care for children with disabilities and to support their families determines the number of children who are raised in social institutions in the system of different ministries. The high degree of their institutionalization leads to a severe reduction of opportunities for good education and inclusion in life, which in turn further worsens the chances of people with disabilities to realize the labor market, as well as to participate in the economic, social and cultural life of society.

Taking into account the fact that for people with disabilities physical activity is of great importance in therapeutic and psychological terms, the Ministry of Youth and Sports has developed a strategy to ensure access to sports facilities and facilities in two main areas:

1. Removal of architectural barriers in order to provide access to sports facilities and facilities for people with disabilities;
2. Initiatives supporting the removal of architectural barriers of sports facilities.

Small financial support is provided to each person with disability that would like to be enrolled in a sport club that contributes to their physical activity levels and stimulated their #BeActive lifestyle. The number of sport clubs and organizations providing trainings for persons with different disabilities is raising with each year.

4. Conclusions

The long historical period up to the early 1990s can be described as the dominance of medical models of disability. However, the new understanding of disability began to change the legal framework when, in 1995, the Law on the Protection, Rehabilitation and Social Integration of People with

Disabilities became a legal fact. The role of this law was to introduce clear responsibility of the institutions and to determine the mechanism for achieving the stated goals. Later, however, the law was sharply criticized by non-governmental organizations working in the field of disability and equality. For example, experts from the Center for Independent Living are of the opinion that the law does not remove barriers to people with disabilities to independent living, as the concepts of "social assistance" and "Social integration". Gradually, a new attitude is being adopted that people with disabilities need special measures specifically aimed at overcoming the deficit caused by disability. People with disabilities are not needy children who need constant help, but people with valuable potential like all other members of society. The Law on Social Integration of People with Disabilities, adopted in 2005, sets out ways to integrate in support of equal participation of people with disabilities in public life - in addition to medical and social rehabilitation, through education and vocational training, employment, accessible living and architectural environment, social services, socio-economic protection and access to information. There is a growing awareness and deeper understanding of the concept of social inclusion, which leads to the gradual development of targeted services for people with disabilities by public and private organizations (e.g. mediation services for people, job seekers, training and counseling). However, it must be acknowledged that social inclusion is far from a common and widespread fact in modern Bulgarian society.

An extremely important prerequisite for the successful social inclusion of people with special needs is a change in society's attitudes towards them. They are still dominated by misconceptions, regret, indifference and negativism. This



necessitates long-term campaigns to overcome these “subjective” barriers and to change stereotypes in the way people with disabilities themselves are presented and perceived. It is very important in this approach that people with disabilities present themselves as bearers of positive roles, as equal citizens in a democratic society. The campaign to change public attitudes must go hand in hand with solving all disability problems.

CSDS – Vietnam

1. Facts and numbers about sport and disability at national level

According to data from the General administrative review (2016), the total of people with disabilities in the entire country is 6,225,519 persons, in which 671,659 children aged 2-17 and 5,553,860 people aged 18 years and older.

The prevalence rate for rural area is almost 1.5 times higher than in urban areas. The region with the highest disability rates is the North Central and Central Coast, the lowest are found in the South East and Central Highlands.

There are 2,622,578 people with intellectual disabilities. Vietnam has about 1.2 million children with disabilities of which 27 percentage have intellectual disabilities.

2. Identification of the existing barriers concerning young people with intellectual disabilities in the national context about integration in Sport, education and society

In general, families whose member with disabilities have difficulty in joining social activities and sports due to their limited finance resources. Vietnamese people with disabilities experience higher rates of

poverty relative to the wider Vietnamese population. Regarding economic challenges associated with disability, the dynamic of low and unstable income combined with on-going health care and other disability-related costs affected the possibility for those to allow their children especially ones having intellectual disabilities to participate in sports.

Sport activities are mainly organized in populous areas and big cities. There is a huge limitation for large-scale events or activities served the majority of people with disabilities.

The investment in the infrastructures for sport activities and outdoor exercises specialized for people with disabilities mainly improved in the urban areas, the rural areas remains suffering serious shortages both in quantity and quality. Even in the big cities, specialized equipment for people with disabilities need more regular check-up and maintenance and upgradation.

Despite the growing interest in sports of the people with disabilities and the increasing numbers of athletes with disabilities participating in organized sports, there are few studies concerning risk factors, and prevention strategies of injuries in disabled athletes. The knowledge concerning sports-related injuries in people with disabilities remain uncommon.

There is the inequivalence regarding bonus policy between athlete with and without disabilities. According to the Prime Minister’s Decision No. 32/2011 / QD-TTg on a bonus policy for coaches and sports athletes, Clause 6, Article 3. stipulates that the Cash bonus for athletes with disabilities is at 50% compared with that for athletes without disabilities. For example, 160,000,000VND was given to shooter Hoang Xuan who Vinh won Olympic gold medal for Vietnam at the 2016

Summer Olympics, while at Paralympics 2016 in Rio, Brazil, weightlifter Le Van Cong won a gold medal, he only received 80,000,000VND as the bonus policy. This unfair policy might disappoint athlete with disabilities.

Despite the fact that people with disabilities are subject to favourable health insurance policies, only 2.3 percent of them have access to rehabilitation services when sick or injured.

The existence of society inclusion and sports promoting policies is undeniable, however, the procedures and enacting processes those in root-level are slow and complicated to enact in reality.

3. Identification of the existing offers and opportunities of integration in Sport, education and society for young people with intellectual disabilities in the national context

According to Law on Physical Education and Sports No. 77/2006 / QH11 by The National Assembly, people with disabilities are offered a lower or exemption on ticket to join sport events and prices of sport training services following Government's regulations.

There is an increasing numbers of provinces showing more engagement and concern about having more physical training and sports establishments for people with disabilities. There are 35 provinces actively engaged in organizing activities for people with disabilities in diverse sports, such as Athletics, Swimming, Badminton, Table Tennis, Boocia, Soccer, Basketball, Tennis, Chess, Judo, Aikido, Taekwondo, etc. Participation in sport activities have helped people increase their confidence, improve their social lives, and spread the positivity to the people around.

The Law on People with Disabilities stipulates quite a few policies for people with disabilities such as vocational training policies, favorable health care services, cultural and sports activities promotion, etc., and it would be more effective if having a master plan clearly stating the responsibilities of who to be exact will run or enact the policy, and at the same time responsibility is encouraged to place on shoulders of each citizen.

The Ministry of Culture, Sports and Tourism has been actively promoting communication on sport activities for people with disabilities, direct people with disabilities to the entities in charge, introduce addresses for guiding support, facilitate them to access sports facilities and participate in certain type of sports suitable for their age, gender and health status.

On November 13, 2019, the Prime Minister issued Decision No. 1616 / QD-TTg on Vietnam's hosting of Sea Games 31 and Para Games 11 in 2021. Thereby, Para Games 11 is scheduled to be held in December 2021 and set to have 14 sports (specific sports are proposed by the Ministry of Culture, Sports and Tourism). This is good news and inspiration source for people with disabilities in general and people with disabilities who love sports in particular.

4. Conclusion

To sum up, it can be seen that there exist beneficial policies and concerns towards PWID yet not enough; there remain quite a few unsolved challenges to engage PWID more in sports and social activities. The fact that directives and documents (relating to PWID as beneficiaries) issued by superiors, in fact, have not really worked effectively, together with inadequate financial and human resources are some of the main causes. More collective efforts will be needed, and it is individual



responsibility to get involved in creating a better living space for us as a human race and PWID thus, is not exceptional. Sports and entertainment activities for PWID should be locally organized more for PWID, from grassroot levels regardless of different regions, by local authority and with youth's support, at the same time building and maintaining a better environment to facilitate those regular social activities for them is crucially important. Resilient efforts from the PWID themselves, their family, and the community embracing them tightly will be the vital factor contributing to this journey.

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LCP – Ireland

1. Facts and numbers about sport and disability at national level

The regular practice of physical activity and sport provides both men and women, of all ages and conditions, including persons with disability, with a wide range of physical, social and mental health benefits. Physical activity is defined as any bodily movement Sport and exercise in young people

with and without intellectual disability produced by skeletal muscles that results in energy expenditure. Exercise is a subcategory of physical activity that is planned, structured, repetitive, with the objective of improving or maintaining physical fitness. Sport is a subset of exercise where participants adhere to a common set of rules or expectations, and a defined goal exists. The World Health Organization identifies physical inactivity as the fourth leading risk factor for global mortality. It is noted that participation in regular physical activity reduces the risk of coronary heart disease and stroke, diabetes, hypertension, colon cancer, breast cancer and depression. It is also fundamental to energy balance and weight control, positively related to cardiorespiratory fitness and muscular strength, and bone-loading physical activity increases bone mineral content and bone density. Sport is one of the domains through which people can be physically active with sport also having a role in promoting psychological well-being and increasing social capital. Intellectual disability refers to a significant general impairment in intellectual functioning that is acquired during childhood, typically operationalized as scoring more than two standard deviations below the population mean on a test of general intelligence. While estimates of the prevalence of intellectual disability vary widely, it has been estimated that approximately 2% of the adult population have intellectual disability.

Defined broadly, sport includes all forms of physical activity from social walking to competitive golf. Sport help to reduce many of the negative social, psychological, and physical health effects of disability. The research also suggests that many people with a disability wish to be involved in sport, but a wide range of barriers prevent them doing so with any meaningful frequency.

According to the Irish National Disability Authority 2016 Census, It is estimated that approximately 643,131 people approximately 13.5% of the population of Ireland have a physical, mental, intellectual, emotional or sensory impairment and, as a result, may encounter obstacles to involvement in sport. Quarterly National Household 2018 Survey recorded that only 38% of this group participated in sport and exercise activities at national level and only 2.7% attend/participate in international sports activities such as Special Olympics.

In Ireland, participation of people with disabilities in sports seems a fruitful arena in which to promote social inclusion and this has received increasing attention in mainstream sports media and policies makers. A limitation though is inequality of access to sport by people with disabilities.

The Irish National Children's Strategy in 2000, *Our Children Their Lives*, stated that Children will have access to play, sport, recreation and cultural activities to enrich their experience of childhood and that children with a disability will be entitled to the service they need to achieve their full potential. <http://www.nco.ie/publications/22/>

Ireland reflects, to some degree, the sport structure in many parts of Europe and, indeed, in other part of the world, with local clubs, regional and national governing bodies. For some sports the sport structure resembles a pyramid: at the base, local clubs or grassroots federations or governing bodies; then, regional sports governing bodies or federations; national governing bodies or federations; and, finally, at the apex of the pyramid, the European Sports Federations or other international/world bodies (the administrative pinnacles) or the Olympics, Paralympics, Special Olympics and other World Championships (the competitive pinnacles).

The pyramid structure implies interdependence between levels, on the organizational and on the competitive side, with competitions organized on all levels. The broadness of the base and the relationship of base to apex vary depending on the sport and the sports policies and structures of the countries and organizations.

The clubs and grassroots sports bodies form the foundation of the pyramid and offer the possibility of people engaging in sport locally, thereby facilitating, to some degree, the idea of sport for all.

At the club or grassroots level, volunteering is crucial, and sport has a strong social function in bringing diverse groups together and forging local, regional and national identities. At this level, there is a good deal of amateur sport, the enjoyment and love of sports for its own sake and for the social aspect.

At the same time, it is from the clubs that new generations of sportswomen and men emerge. This grassroots approach is a feature of European sport where the development of sport originates from the level of clubs and has not traditionally been linked to a business or to a state but rather develops as a contribution to the local community and region.

This is illustrated by the fact that the clubs are run mainly by volunteers and supported financially by the local people. In contrast, in the US, it is mainly professionals who operate US sport on a professional basis.

In Ireland, a range of statutory, voluntary, and professional agencies and groups are involved in the organization of sport and physical activity at local, regional and national levels. At a local level, as in many other countries, community groups and community development bodies,



together with individuals, oftentimes parents and teachers, carry out, on a voluntary basis, most of the work involved in organizing and running sport and leisure clubs, including fundraising for clubs and activities. At a national level, agencies or groups involved in the organization of sport and physical activity include the Irish Sports Council, The Olympic Council of Ireland, the Campus and Stadium Ireland Development Company, several government departments and the national governing bodies of sports (NGBs) such as the Football Association of Ireland (FAI), the Gaelic Athletic Association (GAA), the Basketball Association of Ireland, the Irish Sailing Association, Swim Ireland etc. The universities and other third level institutions and academic and research centres investigate physical activity, sport physiology etc. They support sport by awarding sport scholarships and funding sports on campus. They train future primary and secondary school teachers including PE teachers and they also train leisure and recreation managers.

2. Identification of the existing barriers concerning young people with intellectual disabilities in the national context about integration in Sport, education, and society

In Ireland, there is an absence of statistical information, an attempt was made during the consultation process, to develop an anecdotal overview of sport involvement by young people with a disability in Ireland. The key points of the snapshot are as follows:

- Participation in sport by people with a disability varies according to interests, abilities and opportunities. Participation ranges from recreational; pin bowling or horse-riding to competing at high standards in national and international events.
- People with a disability engage in less physical activity than nondisabled persons and a large percentage are sedentary.

- The majority of people with a disability do not achieve the minimum level of physical activity to maintain good health. - most people with a disability have no involvement with sports clubs.
- Very few people with a disability engage in sport by themselves.
- Best provision (and highest participation) is in the disability services and schools. Opportunities for participation are lowest in nursing homes, the home and the community.
- People with intellectual and physical disabilities are most active (due in the main to better structures and the influence of Special Olympics and Irish Wheelchair Association).
- People with sensory and mental disabilities are least active.
- A smaller menu of sports is available to people with a disability than non-disabled.

Most popular sport activities are swimming, equestrian activities, basketball, walking, bowling activities (bocce, boccia, ten-pins, etc.), table tennis, fitness and exercise (gyms).

- A large proportion of people with a disability wish to be more active.

According to the National Disability Authority (2019), key barriers to involving people with a disability in sport activities were:

- Lack of support by family
- Financial constraints of people with a disability
- Funding issues for group
- Transportation problems
- Unwelcoming facilities
- Lack of engagement by, and knowledge in sports clubs
- Lack of volunteers
- Lack of knowledge/ experience amongst coaches

As part of the consultation process individuals, clubs and organisations were invited to identify

the main barriers to greater participation in sport by people with a disability in Ireland. The main barriers are identified below together with a summary of the perceptions of people consulted:

- Many people with a disability are unaware of the benefits of participation in sport or lack the confidence, self-esteem, or interest to push themselves forward.
- Many people with a disability suffer health problems which make participation in sport difficult.
- A lack of involvement of parents, family members, careers or guardians of the person with the disability, can impact on the involvement of the person with the disability .
- Most people with a disability have little disposable income and the costs of sport participation are prohibitive for them.

The main external barriers are identified below together with a summary of the perceptions of people consulted:

- Most people with a disability have no personal means of transport to sports programmes and/or facilities. Access to public transport is very limited and more difficult for those who live in rural areas. The costs of transport to sports programmes and facilities is prohibitive .
- Information about events and programmes is often not disseminated through the disability sector and there is a lack of coverage of disability sport in the media.
- Many indoor facilities and outdoor amenities are unwelcoming for people with a disability. Physical access to facilities is often difficult (ancillaries like toilets and changing rooms often the most problematic). Staff and leaders often appear to be uncomfortable or unaccommodating.
- There is a lack of financial support for the efforts of sports clubs and disability organizations to provide sport to their clients.
- Equipment and transport requirements are

particularly expensive.

- Due to a lack of knowledge or awareness most sports providers (sports clubs, leisure centres, exercise classes, etc.) do not operate an ethos of inclusivity.
- Education and training for leaders is required in order to improve provision of sport for people with a disability.
- Many sports providers are worried about the risks involved in including people with a disability in their activities. Insurance concerns are high on the list.
- There are very few opportunities for people with a disability to partake in sport (recreational or competitive). Where opportunities do exist, scheduling and choice are issues
- Many events are organized at unsuitable times, opportunities are not regular, and the activity menu is limited.

3. Identification of the existing offers and opportunities of integration in Sport, education, and society for young people with intellectual disabilities in the national context

In Ireland most special schools for people with disability provides opportunities for children and adults with a physical disability to participate in a range of sports including in schools such as Wheelchair Rugby, Wheelchair Basketball, Para Athletics, and Para Powerlifting, Para Swimming, Para Archery, Para Table Tennis, Boccia and many more sports. But this is subjects to Government funding etc.

The existing offers and opportunities of integration in Sport, education, and society for young people with intellectual disabilities in the national happened in Special Olympics once every 4 years. Special Olympics is an international organization that supports the inclusion of people with intellectual disabilities in society through participation in sports.



Various academic research is clearly indicating, namely that sport is an area of life in which people with disabilities arguably have less favourable experiences than their non-disabled peers and competitors. Typical barriers for people with disabilities to participate in sport include lack of awareness on the part of people without disabilities as to how to involve them in teams adequately; lack of opportunities and programmes for training and competition; too few accessible facilities due to physical barriers; and limited information on and access to resources.

According to the available data from the Population Census (2016), approximately 643,131 people in Ireland have a medically established disability (Ireland Disability Federation, 2016).

People with disabilities in Ireland are subject to attitudes and practices inherited from the past, when most of them were isolated, protected in health care institutions and cared for by their families and Health Services Executive (religious groups or governmental agencies). Most of them remain isolated and unable to go outside their homes due to the inaccessible architectural environment and the lack of adequate social inclusion services for sporting educational activities.

Insufficient development of alternative services and care for young people with disabilities and to support their families determines the number of youths who are raised in social institutions in the system. The high degree of their institutionalization leads to a severe reduction of opportunities for good education and inclusion in life, which in turn further worsens the chances of people with disabilities to realize the labor market, as well as to participate in the economic, social and cultural life of society.

Considering the fact that for people with disabilities physical activity is of great importance in

therapeutic and psychological terms, the Ministry of Justice and Equality has developed policies such as National Disability Inclusion Strategy 2017-2021 to ensure access to sports facilities and facilities in two main areas:

- Implementation of the Comprehensive Employment Strategy for Persons with Disabilities, including an increase of the public service employment target from 3% to 6%, the arrangement of special public service competitions and the opening up of alternative recruitment channels .
- Small financial support is provided to each person with disability that would like to be enrolled in a sport club that contributes to their physical activity levels and stimulated their active lifestyle. The number of sport clubs and organizations providing trainings for persons with different disabilities is raising with each year .

4. Conclusions

The statistic displays the share of people with disabilities including those of intellectual disabilities who normally participate in sports or physical activity on one or more days per week in Ireland. In 2019, it was found that 29 percent of young people with Disability in Ireland normally participated in sports or physical activity on one or more days per week (Verdonschot & Meininger, 2014). This report support limited existing evidence regarding the low level of participation of young people with intellectual disability in sport/exercise compared to their peers. Future work on promoting sport/exercise and physical activity in young people with intellectual disability may play a role in helping to reduce the health inequalities experienced by people with intellectual disability in order to promote interaction. As such, it is important to promote physical activity in young people .

MVNGO – Italy

1. Facts and numbers about sport and disability at national level

What is ETS? ETS is a non-formal educational approach that is involved in field of sport and physical activities and which refers to the development of key skills of individuals and groups in order to contribute to self-improvement and sustainable social transformation throughout activities.

ETS creates a bond between people involved in it. Through ETS a durable social change is meant to happen, it aims to enable empowerment. ETS requires many elements which go from using sport and physical exercise therefore to provoke a strong lifelong learning outcome such as improving tolerance, solidarity, or trust among different people. ETS should be seen more as a plan for reflection than a field for action.

As far as sport for disabled people is concerned, in Italy the reference body is the Italian Paralympic Committee (CIP), established in 2003 by a state law and recognised as the Confederation of Paralympic Sports Federations and Disciplines, with the mission and aim, both at central and territorial level, of promoting and guaranteeing the maximum diffusion of sport for disabled people in close collaboration with CONI (Italian National Olympic Committee).

The Italian Paralympic Committee (CIP) coordinates sports activities on national territory through the Federations and the Paralympic Sporting Disciplines: Some are affiliated to both CONI and CIP because they have a Paralympic section within them, such as FITARCO (Italian Archery Federation), FIC (Italian Rowing Federation) and FCI (Italian Cycling Federation). Others are only affiliated with the CIP because they deal exclu-

sively with Paralympic sports. These include the federations that coordinate all sports practised by athletes with specific disabilities, such as FISPIC (Italian Federation of Visually Impaired and Blind Sports), FSSI (Italian Deaf Sports Federation) and FISDIR (Italian Federation of Intellectual and Relational Disability).

Like CONI, on the national territory the CIP is structured and divided into different Regional Committees. At a territorial level it promotes amateur sports, while at a high level it is responsible for the preparation of the national teams for the Summer and Winter Paralympic Games, which take place about two weeks after the Olympic Games in the same venues and facilities as the Olympics.

The CIP collaborates assiduously with the school world, and there are many calls for proposals inviting institutions to carry out projects to bring disabled children closer to sport. In addition, thanks to agreements with the Ministry of Education and Research, some Paralympic disciplines are included in the Student Sports Games.

In Italy, programs and initiatives are emerging to tackle those issues and raise awareness among people. Based on best practices we gathered and interviews with people with disabilities in different associations, this report aims to give a general overview of the situation in the country regarding the barriers and offers in the field of ETS.

2. Identification of the existing barriers concerning young people with intellectual disabilities in the national context about integration in Sport, education, and society

Access to the world of sport for a disabled person is not as easy as people think, as internal obstacles and external barriers arise that make it difficult the approach to sport.



First, lack of information may lead the subject differently able to have a poor knowledge of the sports that can be practised and the sports facilities available, which, moreover, today are insufficient and inadequate.

Then there are some events or situations that can induce people with disabilities to move away from sport, such as dropping out of school or trauma psychological and/or family.

In addition to internal barriers, there are a number of external obstacles between the disabled person and sport activity.

Not to be underestimated is also the role of public and private transport, which for people with difficulty is often insufficient or even inaccessible, increasing costs and time needed to reach the sports facilities. The attitude of others is also one of the most discussed and difficult barriers to fall down. In particular, the behaviour of management has a negative effect sportswoman, who often does not appreciate the presence of disabled young people, and the attitude of the able-bodied athletes who are not always willing to engage in activities with deficit, hindering these people who are already in a difficult situation.

Young people with disabilities often face both physical and perceived barriers participation. Few activity venues are fully adapted to ensure the active participation of all young people with a wide variety of disabilities in Italy. As many young people with disabilities will have experienced access problems in the past, they are often also reluctant to join new organizations, fearing the stigma and awkwardness of not being able to access the activity, as shown in the questionnaires we conducted.

Lack of training in teaching children with special needs is often cited as a problem as well, teachers

often feel unprepared to educate children with special needs, especially with recent emphasis on test scores and accountability. It is up to administrators and special education staff to help ease the fears and frustrations of teachers and parents.

Among the most significant internal barriers are the attitudes and motivations of the person with a disability who may have a lack of awareness of their abilities and a low level of self-respect. This lack of self-confidence then translates into feel unsuitable for sports, afraid of making mistakes and incapable of ask for help.

Finally, the lack of funds and the low income of the family have an impact in a number of ways negative about participation in sport, due to the need for equipment suitable or special supports for travel to or from a sports venue.

3. Identification of the existing offers and opportunities of integration in Sport, education, and society for young people with intellectual disabilities in the national context

Analysis of the answers in the Focus Group.

The Focus Group of Mine Vaganti NGO was conducted with 4 different organisations that forwarded on 4 people, aged between 18 and 25 years old with intellectual disabilities. 3 out of 4 were female and were from a medium-sized town.

Overall, the interrogated people do not really have access to everyday comforts but at the same time live in a safe's environment while two have them are slightly healthy and the two others considering themselves healthy.

Regarding the relationship with the others, whether be it family or friendships, they are all close or very close to their relatives or friends but struggle to participate in local activities, with a poor answer from every one of them.

The answers from the aspect of self-development and recognition part are quite different one from another. Two of them dislike or really dislike schools while the two others like or really enjoy it, but most of them have a strong wish to find a better job for their future and there's a solid wish to learn.

About the leisure time and the social life itself, the 4 people don't go out that much with their friends and tend to have little or some hobbies, but none of them answers that they have an active social life and many passions.

Our last part of the survey regarding sports activities, has gotten us interesting answers. They all really like sports and exercise rather regularly but some of them would really want to do some more activities while the rest would like to keep the way it is. On the other hand, they would all love and seem excited to try new ways of exercising and discovering new sports as such activities help them feel better. There is also a strong motivation among all of them regarding this topic as they consider themselves quite good or good at what they do and are all motivated to learn and to get better.

4. Conclusions

As analysed in the report, barriers for the access of sport for young people with disabilities do exist, such as the lack of infrastructure (public transports for instance) at disposal or not enough volunteers for them to take care of the disable young people, as well as the non-preparation of teacher/educators involving in the field. Last but not the least, the lack of funds or the low-income family struggle to make activities for young people with disabilities and has a negative impact about participation in sport.

According to our questionnaires, we see that young people with disabilities are really eager to

participate to sports activities along their peers and would like to do more sports in general, but they might be uncomfortable or have low self-esteem for getting more involved, or simply lack of a proper social life to be well-integrated.

On a positive note, all these issues are currently being taken care of and tackled thanks to the involvement of many different organizations at all state levels to promote sports for disable young people.

The Paralympic Italian Committee, sports clubs, NGO's or schools invested time and efforts in projects and initiatives that put people with disabilities in the spotlight, promoting social inclusion and equality values.

In conclusion, these projects that aims to an active participation for people with disabilities is an approach that empowers these individuals in the activities and relationships of everyday life, allowing them to be as dependent as possible and giving them a different approach. The importance to these individuals as an active and involve partner for their health or support is that it brings over all wellbeing benefits. Furthermore, by encouraging involvement and self-awareness, individuals become more involved in the community and more aware of opportunities.

References used:

<http://www.comitatoparalimpico.it/>

<https://www.coni.it/it/>

[https://www.socialpolicyaction.org/sportolerance#:~:text=ETS%20methodology%20\(official%20Salto%20resource,social%20transformation%20with%20a%20main](https://www.socialpolicyaction.org/sportolerance#:~:text=ETS%20methodology%20(official%20Salto%20resource,social%20transformation%20with%20a%20main)



Chapter 2

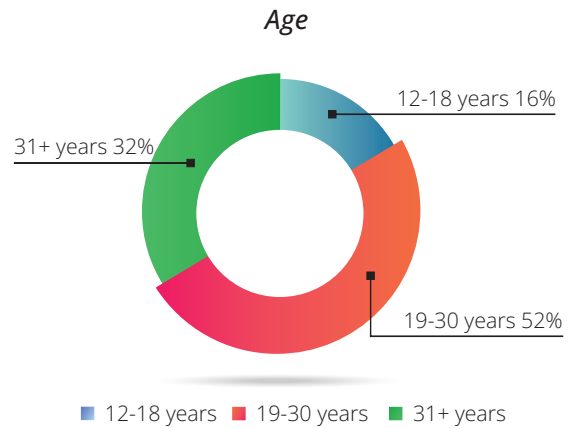
Analysis of the questionnaires

The survey was conducted in each country that participated in this project by the representative organization. However, whenever the representative organization was not actively involved with individuals with disabilities, then the study was forwarded to other organizations and their members that fit the criteria regarding intellectual disabilities. The participant organizations forwarded the study to four (4) or five (5) participants. The following data represent the analysis of their answers.

Demographics of Participants

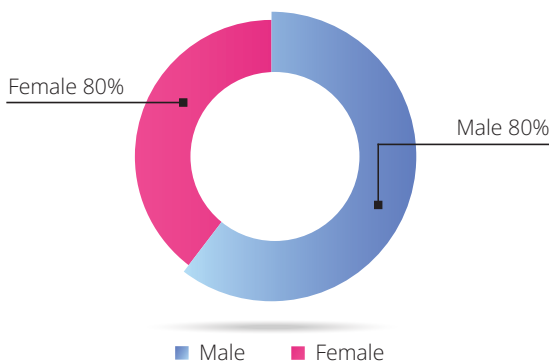
Following are their answers to the demographic section of the questionnaire. Out of the 25 participants, 10 of these were women whereas the remaining 15 were men. That means that women represented 40% of the sample, with the men participants represented the other 60%.

Regarding the participants' age group, 4 (16%) were within the age group 12-18 years old, 13 (52%) were within the 19-30 years old, whereas the remaining 8 (32%) were 31+ years of age.

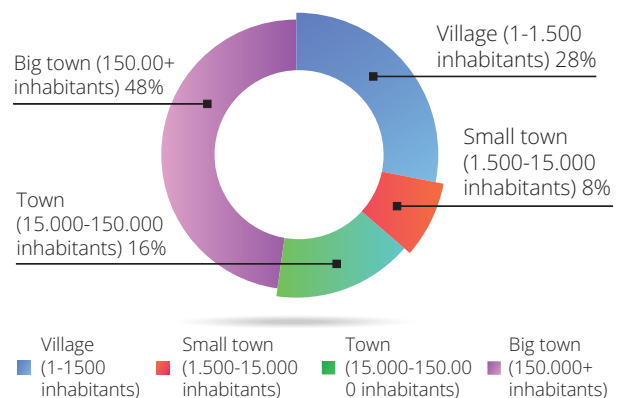


With regards to their nationalities, 5 participants (20%) were Bulgarian, 4 (16%) were Greek, 4 (16%) were Irish, 4 (16%) were Italian, 4 (16%) were Mexican and 4 (16%) were Vietnamese, whereas when it comes to the place of residence, 7 participants (28%) lived in a village (1-1.500 inhabitants), 2 (8%) resided in small towns of 1.500-15.000 inhabitants, 4 (16%) resided in towns with 15.000-150.000 inhabitants, whereas the majority of the participants (12) that represented the 48% of the sample resided in big towns of more than 150.000+ inhabitants.

Questionnaire's Participant



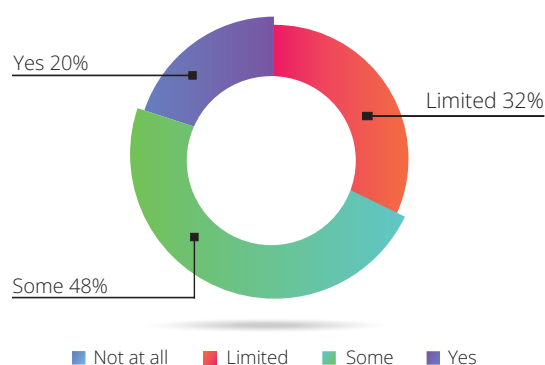
Place of Residence



Physical and Material Wellbeing

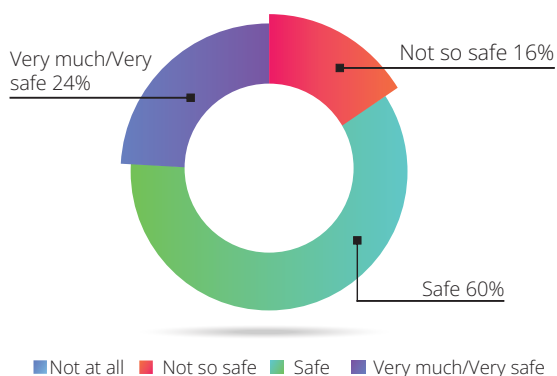
When asked about the extent to which they had easy access to everyday comforts, 8 participants (32%) answered that they had limited access, whereas the majority (12 participants, 48%) responded that they had some, and only 5 (20%) participants answered that they had easy access.

Has the person easy to access to everyday comforts?



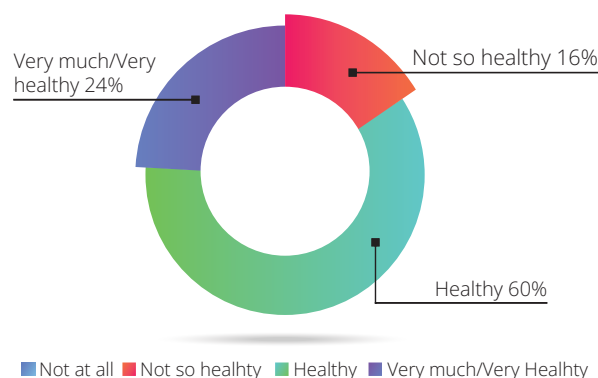
When asked about the extent to which their environment was safe, the majority (15 participants, 60%) answered that they lived in a rather safe environment, whereas another 6 (24%) answered that they lived in a very safe environment. In addition, the remaining 4 participants (16%) answered that they did not consider their environment to be rather safe.

How safe is the person's environment?



Similarly, when asked about the extent to which they considered themselves to be healthy, the majority (15 participants, 60%) answered that they considered themselves healthy, whereas 6 participants (24%) considered themselves very healthy. The remaining 4 participants (16%) did not consider themselves so healthy.

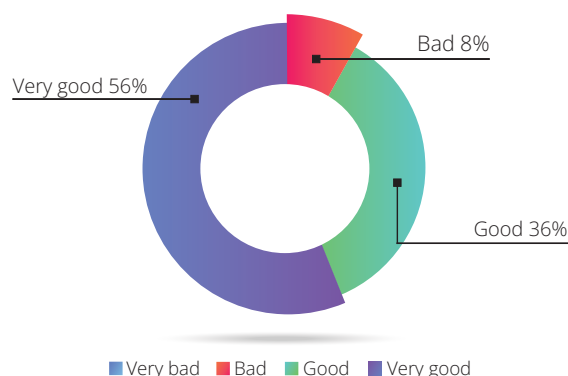
How healthy is the person?



Relationships With Other People

Furthermore, when asked about their relationship with those who lived together with, the majority 14 participants (56%) answered that they had very good relationships with those, whereas 9 participants (36%) answered that they had good relationships. Only 2 participants (8%) answered that they were in bad relationship with those who lived together with.

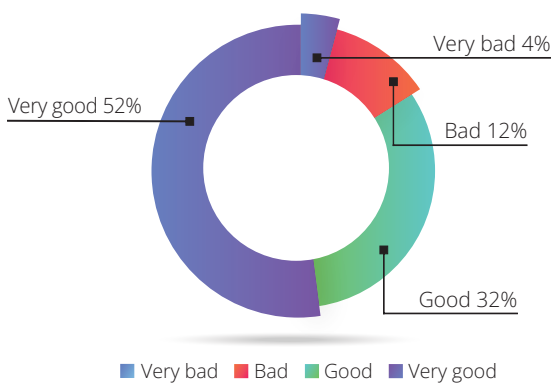
How is the relationship of the person with those live together?





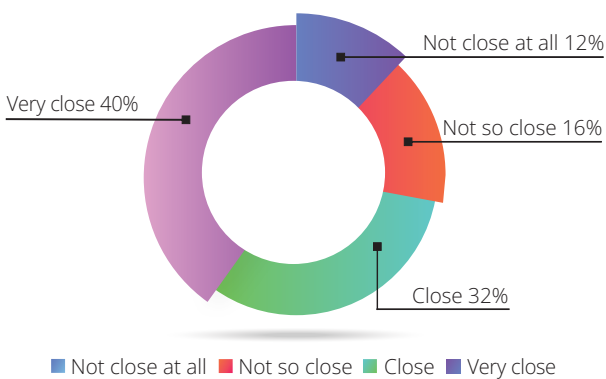
Furthermore, when asked about their relationships with their relatives, 13 participants (52%) answered that these were very good, whereas another 8 participants (32%) answered that their relationships were good. However, 3 participants (12%) answered that their relationship with their relatives was bad, and one (4%) participant answered that it was very bad.

How is the person's relationship with their relatives?



When asked about their closeness to their friends, the majority (10 participants, 40%) answered that they were very close to their friends, and another 8 participants (32%) answered that they were close to their friends. Unfortunately, 4 participants (16%) answered that they were not so close, whereas 3 participants (12%) answered that they were not close at all.

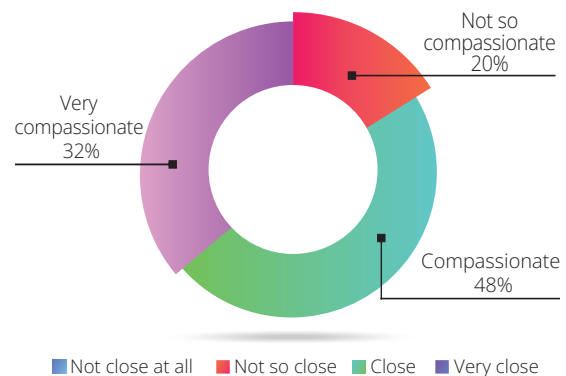
How close is the person to their friends?



Social and Community Activities

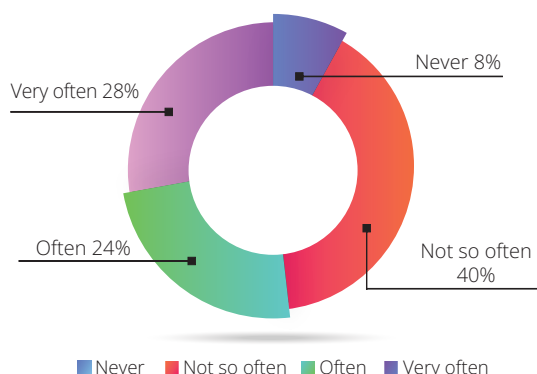
Regarding their responses to the social and community activities, the majority identified as being compassionate and caring. Thus, 8 participants (32%) considered themselves as very compassionate and caring, whereas another 12 (48%) participants considered themselves compassionate and caring. Furthermore, 5 participants (20%) considered themselves not so compassionate or caring. No participants answered that they did not consider at all themselves as being compassionate or caring.

How compassionate and caring is the person?



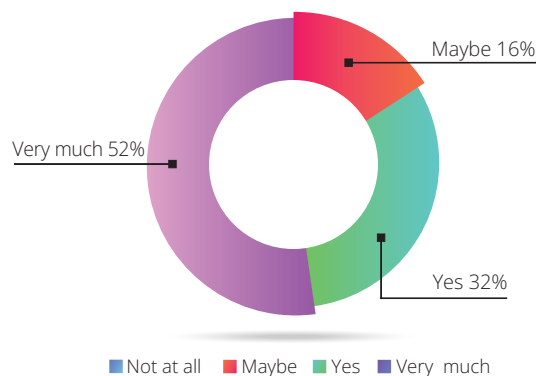
When asked about the frequency at which they took part in local activities, their answers varied. Thus, 7 participants (28%) answered that they very often took part in these activities, whereas another 6 participants (24%) answered that they often participated. Another 10 participants (40%) answered that they did not often take part and 2 participants (8%) answered that they never took part in local activities. That means that 48% of the participants rarely participated in social activities.

How often does the person take-part in local activities?



a better job. The remaining 4 participants (16%) answered that they may wanted to find a better job.

Does the person want to find a better job?



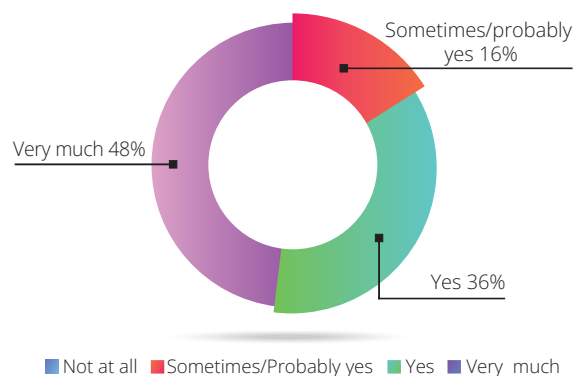
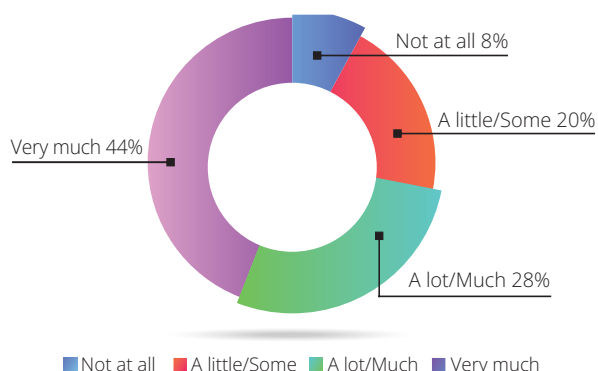
Personal Development and Recognition

Regarding their responses to the questions pertaining to personal development and recognition, similarly their responses varied. Eleven participants (44%) liked school and education very much, whereas another 7 participants (28%) liked school or education a lot. Five participants (20%) answered that they liked to some degree school and education, whereas the remaining 2 participants (8%) answered that they did not like at all school or education.

When asked about the extent to which they were open in learning/doing new things, the majority (21 participants, 84%) was either open or very open in learning/doing new things. The remaining 4 participants (16%) answered that they probably were open in doing so or that they were neutral about it.

Is the person open in learning/doing new things?

Does the person like school/education?

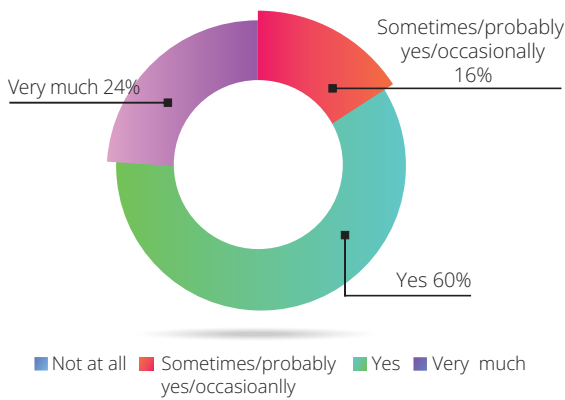


When asked about the extent to which they wanted to find a better job, the majority (21 participants, 84%) wanted or wanted very much to find

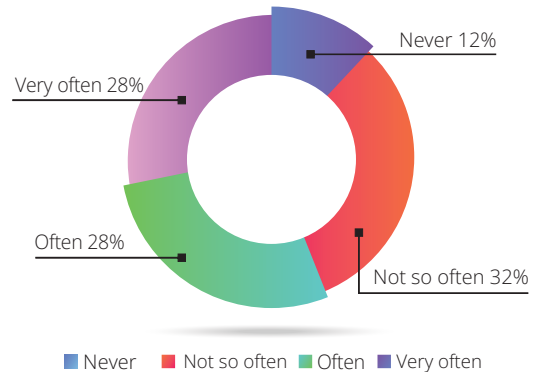
When asked about their level of confidence, they majority (21 participants, 84%) answered that they felt either confident or very confident, whereas the remaining 4 participants (16%) answered that occasionally they felt confident.



Is the person confident?



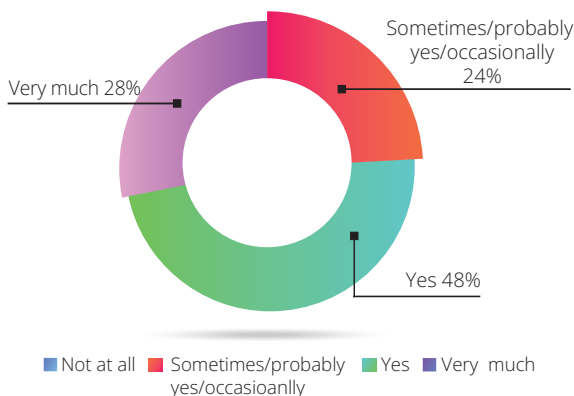
How often does the person go out with friends?



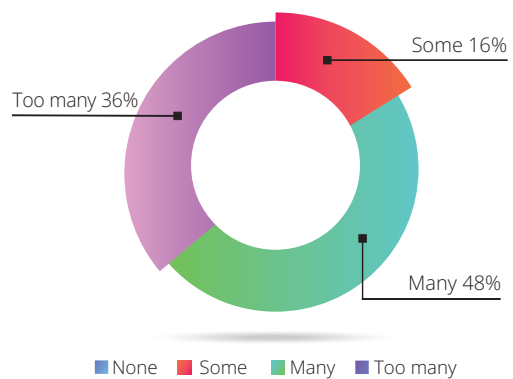
Similarly, when asked about their level of self-esteem, the majority (19 participants, 76%) answered that they had self-esteem or high degrees of it, whereas the remaining 6 participants (24%) answered that had probably some self-esteem, or occasionally felt self-esteem.

When asked about having interests or hobbies, the majority (21 participants, 84%) answered that they had many or too many interests and hobbies, whereas the remaining 4 participants (16%) answered that they had some interests or hobbies.

Has the person self-esteem?



Does the person have interests/hobbies?



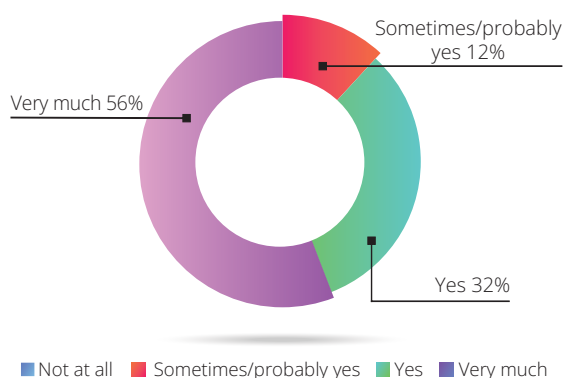
Leisure/Hobbies

When asked about the frequency at which they would go out with friends, the majority (14 participants, 56%) answered that they went out often or very often. Eight participants (32%) answered that did not go out so often, whereas 3 participants (12%) answered that they never went out with friends.

Sport Activities

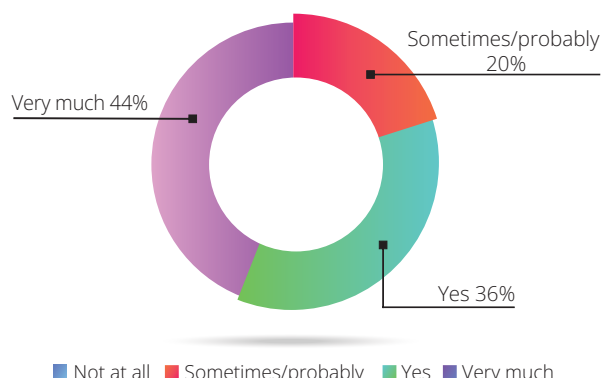
When asked about their linking of sports, the majority of respondents (22 participants, 88%) answered that they liked or liked very much the sports, whereas the remaining 3 participants (12%) answered that they probably liked sports.

Does the person likes sports?



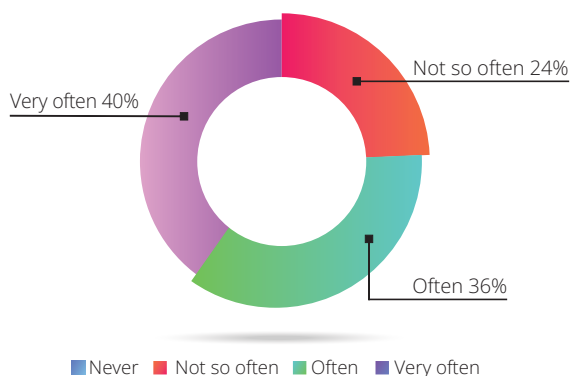
In the question regarding the frequency at which they exercised, 10 participants (40%) answered that they exercised very often. Nine participants (36%) answered that they often exercised, whereas the remaining 6 participants (24%) answered that they did not exercise often.

Does the person want to exercise more often?



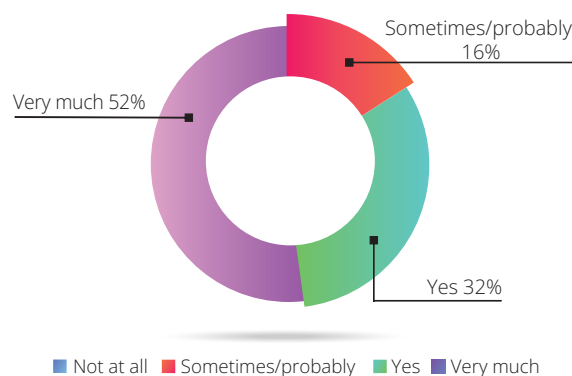
When asked about the extent to which they wanted to try out new ways of exercising, 13 participants (52%) responded that they wanted it very much, whereas another 8 participants (32%) answered that they wanted this as well. Four participants (16%) probably would consider trying out new ways of exercising.

How often does the person exercise?



Similarly, the majority of the respondents (20 participants, 80%) wanted to exercise more often, whereas the remaining 5 participants (20%) they answered that they probably wanted to exercise more often.

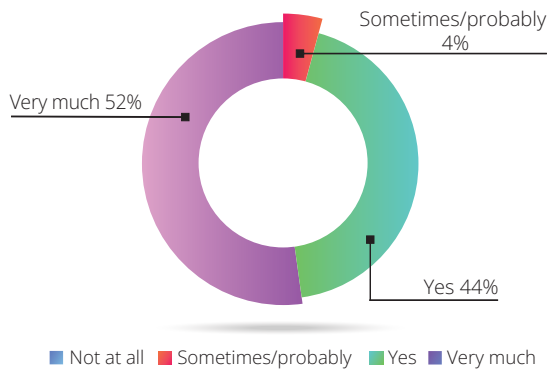
Does the person want to try new ways of exercising?



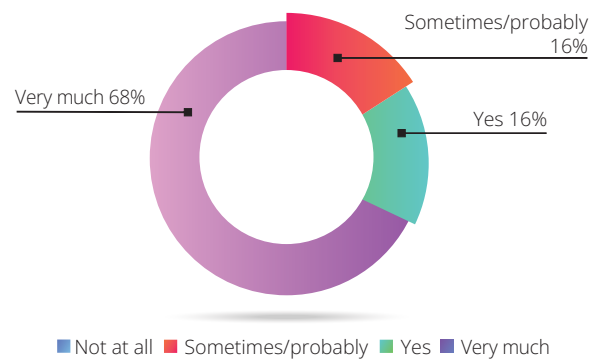
In answering the question about the usefulness of exercise in making participants feel better, the majority of the respondents (24 participants, 96%) answered that they agreed with the statement, whereas only 1 participant (4%) answered that exercise probably helped him feel better.



Does exercise help them feel better?

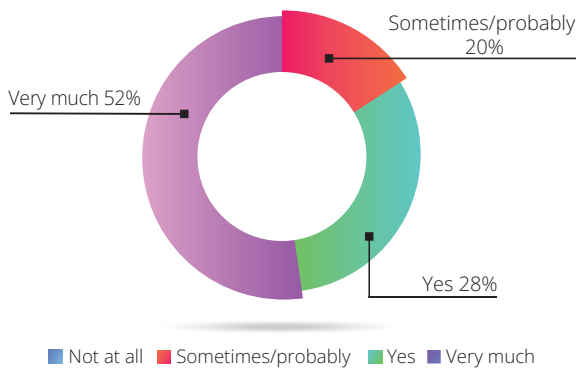


Does the person want to get better?



When answering the question regarding the belief that the participants had regarding been good at what they did, the majority of the respondents (20 participants, 80%) answered positively, whereas the remaining 5 participants (20%) answered that the statement was probably true.

Does the person think they are good at what they do?



Lastly, when asked about wanting to become better, the majority (21 participants, 84%) expressed their opinion that they wanted to get better, whereas the remaining of the respondents (4 participants, 16%) answered that the statement was probably true.

Chapter 3

Analysis of the National Best Practices

Research into best practices was carried out by recognizing regional and local initiatives in all countries that took part in this project, using the knowledge and tools available to the project, by identifying and contacting the beneficiaries employed in the relevant subject areas related to individuals with disabilities. All of the participant countries offer disability-specific schemes anchored in national legislation. There are similarities with regards to the objectives of programmes/activities as those are documented in the best practices that are provided by the participant organizations in this project. The following list exhibits the similarities described above:

- Personal development and social learning
- Social integration and inclusion
- Teamwork
- Self-esteem, self-confidence, autonomy

Via various social programs, the main goals of the best practices aim to encourage higher levels of participation through sports among children and individuals with disabilities, introducing these target groups to a variety of activities that range from riding a horse, to dancing, to sailing and more. Through these activities children and individuals with disabilities can develop lifelong skills, like better self-esteem and confidence, learn to work in teams, so that they can achieve their full potential in life by being more independent. All the organizations that took part in this project, along with their countries' organizations that

implement and deploy these activities aim at the social integration of people with disabilities in their respective societies with some level of success. Although these best practices were aimed at people with disabilities at large, the majority of these were aimed at children and young individuals. Coordinators of this project with their partners developed a wide range of activities which required different human, financial and material resources in order to raise awareness of disabilities and to educate individuals on such issues. Their contribution is very valuable as with their expertise, they have developed activities that can be used in future projects within the field of disability and sport.

The results of all the projects sought to have more or less the same effects on the target group: to encourage people with disabilities to participate in sport activities and to improve their full potential in life. Lastly, their efforts aimed to raise awareness of disability and health issues not only within the immediate individuals affected by these, but among policy makers who have the capacity to take actions by creating pertinent legislation.



List of the Best Practices by AETOI – Greece

Good Practise 1

- **Country, Region/City, Place**
Greece, Goudi, Leoforos P.Kanellopoulou 10
- **Name of the programme/activity**
Basketball Tournament for PID
- **Objectives of the progame/activity**
Increasing students with mental disabilities their self-perceived self-esteem
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and recognition
- **Target group**
12-19 years old students with mild intellectual disability
- **Resources**
 - Materials**
Basketball balls, food, refreshments, T-shirt, basketball court.
 - Human Resources**
1 supervisor, 1 referee, 1 secretary, 1 first aid, 4 volunteers
 - Total Costs**
1000€-2000€

Detailed description of the programme/ intervention and methodology:

Every year it is co-organized by the sports association of the disabled, the Municipality of Thessaloniki and the region of Thessaloniki under the auspices of the national sports federation of the disabled basketball tournament with the participation of special schools of Thessaloniki.

The basketball teams from 5 special schools and the sports club for disabled AETOI THESSALONIKI meet every year for one day and 3 games are held. Couples are formed in such a way that the groups are equal. School teachers can also participate in the teams in order to facilitate mainly the teams of special schools with moderate to severe mental disabilities. For almost all schools the day of the games is an excursion and so the students who do not participate in the group watch the games from the stands.



➤ **Key factors of success**

The existence of an audience on the stands
Dissemination of the event especially on TV
since

PID get really enthusiastic by watching
themselves on TV.

The awarding of a medal and a diploma of
participation to each participant.

➤ **Impact of the programme**

People with disabilities feel an enthusiasm
for their participation and reward. Their
self-esteem, which is a key factor in quality
of life, is increasing.

➤ **Innovative elements of the programme**

N/A

➤ **If the good practice is not coming from the
sector of the intellectual disability how can
it be adapted?**

Increasing students with mental disabilities
their self-perceived self-esteem

➤ **Website where we can find more details
about this good practice**

www.aetoithessalonikis.gr/actions_e.html



Good Practise 2

- **Country, Region/City, Place**
Greece, Goudi, Leoforos P.Kanellopoulou
10
- **Name of the programme/activity**
Therapeutic riding sessions with children
and adults with a range of disabilities.
- **Objectives of the programe/activity**
Provide sessions to children and adults with
physical, mental or emotive disorders or
handicaps that aim to improve the overall
health and quality of their lives.
- **Which factor of Quality of Life this
programme/activity is affecting mainly**
Personal development, improvement
of sense of movement and personal
independence.
- **Target group**
Children and adults with physical, mental
or emotive disorders or handicaps.
- **Resources**
 - Materials**
Horses
 - Human Resources**
TRAG trainers, TRAG volunteers
 - Total Costs**
N/A
- **Key factors of success**
Therapeutic riding is a unique experience
for people with handicaps who never
thought that they could ride.

Detailed description of the programme/ intervention and methodology:

Therapeutic riding is a rehabilitation program, where the horse is the therapeutic medium; it improves the overall health and quality of life of people with physical, mental, or emotive disorders or handicaps. The horse becomes an extension of their own body; it helps them venture into new experiences and discover unprecedented feelings; the pleasure of a ride or the thrill of a walk in the countryside, or, mainly, that precious sense of movement and personal independence. Furthermore, the gait of a horse is similar to the human gait; therefore, it simulates the same sense of movement in the rider's body which walking produces in people with no disabilities. In this way, the torso muscles of people with mobility problems are strengthened significantly while at the same time the upright posture on the horse promotes good respiration. Therapeutic riding is a unique experience for people with handicaps who never thought that they could ride and as an approach it differs from traditional treatments in gyms, physical therapy, and hydrotherapy.



Therapeutic Riding is a supplementary therapy to other additional therapies (physiotherapy, occupational therapy, speech therapy, psychoanalysis, social rehabilitation etc) that participants may also have.

Therapeutic Riding is divided into:

- Hippotherapy: therapy with the horse as a medical method
- Educational Therapeutic Riding: it has to do with the development of mental health and its knowledge
- Developmental Therapeutic Riding: sports riding for disabled participants

Additionally, the Therapeutic Riding Association of Greece (TRAG) has developed an educational program for training instructors in Therapeutic Riding and has also developed an internship program for students of faculties related to rehabilitation.

➤ **Impact of the programme**

People with disabilities can benefit from:

Improvement of body balance, posture and head control.

Reduction of spasticity.

Broadening range of movements.

Enhancement of coordination and mobility.

Improvement of attention and focus ability, visual-motor capacity and sense of direction.

Improvement of body awareness, energy, activity, perception, alertness.

Promotes sociability, self-confidence and self-esteem.

➤ **Innovative elements of the programme**

Some conditions for which Therapeutic Riding is an indicated rehabilitation method, include:

Cerebral Palsy

Down Syndrome

Spinal Column Injuries

Autism

Multiple Sclerosis

Hydrocephaly

Stroke/Apoplexy

Microcephaly

Arthritis

Developmental disorders

Absence or Disfigurement of limbs

Behavioral disorders

Blindness

Emotional disorders

Deafness

Learning disorders

Tactile disorders

Mental Impairment and other disorders

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Increasing students with mental disabilities their self-perceived self-esteem

➤ **Website where we can find more details about this good practice**

www.aetoithessalonikis.gr/actions_e.html



Good Practise 3

- **Country, Region/City, Place**
Greece, Chania
- **Name of the programme/activity**
Baskin tournament by Arion Chanion
- **Objectives of the programme/activity**
Provide opportunities to young people with disabilities to play sports and to participate in leisure programs systematically with the guidance of specialists in adapted physical education.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and socialization.
- **Target group**
Young people with physical and mental disabilities.
- **Resources**
 - Materials**
Basketball balls, basketball court
 - Human Resources**
1 referee, 1 secretary, 1 first aid, 4 volunteers
 - Total Costs**
150€/game

Detailed description of the programme/ intervention and methodology:

Baskin, as a program, is inspired by basketball but it involves adaptations, and it aims to achieve the integration of athletes in society and their interaction with other athletes. It is played by 2 teams of 6 people, utilizing the basketball court. In addition to the 2 classic baskets that are placed on the court, 2 additional folding baskets with a maximum height of 1 to 1.20 and 2 to 2.20 are placed in middle of the long sides of the basketball court. Each game lasts 24 minutes in total, with 4 sessions of 6 minutes each. Each player is assigned a role from 5 to 1. The sum of the numbers that define the role must be less than or equal to 23. The roles are assigned based on the players' perceptual-motor skills such as hand movement, walking, balance, running, verbal comprehension and comprehension of commands.



➤ **Key factors of success**

The existence of an enthusiastic audience on the stands

➤ **Impact of the programme**

People with disabilities feel an enthusiasm for their participation in this sport activity.

➤ **Innovative elements of the programme**

Adaptation to an existing sport, i.e. basketball

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://www.mixanitouxronou.gr/o-arion-chanion-pto-somatio-amea-pou-diedose-athlima-tou-baskin-stin-ellada-simmetochi-se-diethnis-diorganosis-diakrisis-ke-ta-empodia-pou-antimetopizi/>



Good Practise 4

➤ **Country, Region/City, Place**

Greece, Athens

➤ **Name of the programme/activity**

“RePower”

➤ **Objectives of the programme/activity**

The Hellenic Paralympic Committee and the NGO “Equal Society” through the “RePower” initiative highlight the power of sports as a tool for physical and mental balance and social integration of refugees with disabilities, changing people’s lives.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Personal development and socialization.

➤ **Target group**

Group of refugees and migrants with disabilities.

➤ **Resources**

Materials

Sport equipment for a variety of sports

Human Resources

Physical education staff, volunteers

Total Costs

N/A

➤ **Key factors of success**

Enthusiasm of all individuals involved in the design and implementation of the sport activities.

The opportunity that group of refugees and migrants with disabilities have to join training workshops that will allow them to join sport clubs.

Detailed description of the programme/ intervention and methodology:

The NGO Equal Society aims to raise awareness and inform citizens about their rights on equality, equal treatment and non-discrimination in all areas of social life, especially in education, professional training, employment, social security, health and entrepreneurship. Furthermore, although efforts are made to successfully integrate refugees into local communities based on three pillars: economic, legal and social action, sport activities are systematically ignored.

Sport can be a valuable tool for physical and mental balance and social integration. The “RePower” initiative aims to increase the sports participation of refugees with disabilities and raise awareness among the refugee community about the rights of people with disabilities. The initiative implements the following actions:

- Sports activities of 50 young Greeks and refugees with disabilities in a common group.
- Motivational speaking and demonstration competitions in refugee reception centers by paralympians, members of the Paralympic Committee, or young refugees with disabilities who have joined the aforementioned sports activities.
- Training workshops for people with disabilities to formally join sports clubs.
- Workshops for journalists to get in touch with Paralympic sports and learn how to approach disability.

The “RePower” initiative is implemented within the framework of the “Active Citizens Fund” program with the Greek Paralympic Committee as the managing body and the Equal Society as a partner. The “Active Citizens Fund” is a 12 million Euros program which is funded by Iceland, Liechtenstein and Norway and is part of the European Economic Area (EEA) funding mechanism for the period

2014-2021. The program aims to strengthen and enhance the sustainability of civil society and to highlight its role in promoting democratic processes, enhancing citizen participation in the public and defending human rights. The management of the “Active citizens fund” program for Greece has been jointly undertaken by the Bodosakis Foundation and “Solidarity Now” Organization.



➤ **Impact of the programme**

Group of refugees and migrants with disabilities feel an enthusiasm for their participation in sport activities and training workshops. Their self-esteem, which is a key factor in quality of life, is increasing.

➤ **Innovative elements of the programme**

The exposure that journalists have through workshops, where they get in touch with Paralympic sports and learn how to approach disability.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<http://equalsociety.gr>



Good Practise 5

- **Country, Region/City, Place**
Greece, Ofrinio Kavalas
- **Name of the programme/activity**
"Frontis Medical Care" disability sports camp
- **Objectives of the progame/activity**
Enable individuals with mobility disabilities to participative in group sport activities, in order to gain benefits both physically and psychosocially, through the effort, the rivalry and the joy of participation.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and socialization.
- **Target group**
Individuals with mobility disabilities
- **Resources**
 - Materials**
Equipment related to activities such as swimming, canoeing, archery, horseback riding
 - Human Resources**
"Frontis Medical Care" staff, volunteers
 - Total Costs**
150€/participant
- **Key factors of success**
Increasing enthusiasm by staff and volunteers who run the particular activities.

Detailed description of the programme/ intervention and methodology:

The aim of the camp is to bring the participants with mobility disabilities in contact with group sports activities, in order to gain benefits both physically and psychosocially, through the effort, the rivalry and the joy of participation.

People with physical disabilities from Greece and Serbia will participate and experience sports like swimming, canoeing, archery, horseback riding, etc., in the unique natural environment of the camp, with the support of the Association of Parents and Friends of Athletes with Disabilities. The activities are sponsored by the company "Frontis Medical Care".

The "Frontis Medical Care" disability sports camp for individuals with mobility disabilities took place on August 26-29, 2016.



➤ **Impact of the programme**

Individuals from Greece and Serbia with mobility disabilities feel an enthusiasm for their participation in a variety of group sport activities.

➤ **Innovative elements of the programme**

The group of participants, from Greece and Serbia.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

N/A



Good Practise 6

- **Country, Region/City, Place**
Greece, Nea Philadelphia, Athens
- **Name of the programme/activity**
Summer Camp for Children with Autism Spectrum Disorders
- **Objectives of the programme/activity**
Enable children with disabilities to participate in creative activities, such as painting, music, constructions and applied physical education, aiming at reinforcing their self-confidence as well as enhancing their skills and socialization.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and socialization.
- **Target group**
40 children with disabilities aged 5 to 12.
- **Resources**
 - Materials**
Equipment related to in creative activities, such as painting, music, constructions and applied physical education
 - Human Resources**
EPILOGI staff, volunteers
 - Total Costs**
N/A
- **Key factors of success**
Increasing enthusiasm by staff and volunteers who run the particular activities.

Detailed description of the programme/ intervention and methodology:

EPILOGI (Koin.S.Ep.) is a Center for Special Therapies and Adapted Activities for people with special needs and aims at providing services of social welfare nature to infants, children and people with disabilities, while placing particular emphasis on children with autism spectrum disorders. Its activities are focused on the provision of programs of psychological support and counselling to children and families, therapy programs (speech therapy, occupational therapy, etc.), as well as alternative therapeutic activities (art therapy, play therapy, drama therapy, etc.), aiming at the psychosocial rehabilitation and reintegration of people dealing with mental health problems.

As part of its activities, EPILOGI KOINSEP organizes summer camps for children with autism spectrum disorders, thereby enabling them to participate in creative activities, such as painting, music, constructions and applied physical education, aiming at reinforcing their self-confidence as well as enhancing their skills and socialization. The "Latsis Foundation" supported this initiative by partially covering the operating cost of the creative engagement summer program that was implemented during the summer of 2019.



➤ **Impact of the programme**

Children with disabilities feel an enthusiasm for their participation in summer activities, when school is out.

➤ **Innovative elements of the programme**

A combination of creative activities, such as painting, music, constructions and applied physical education.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://www.latsis-foundation.org/eng/grants/summer-camps-for-children-with-autism-spectrum-disorders>



Good Practise 7

- **Country, Region/City, Place**
Greece, Athens; Spain, Madrid; France, Nancy
- **Name of the programme/activity**
European Alive & Kicking Project
- **Objectives of the programme/activity**
A program based on the humanitarian values of E.PSY.ME and its partners aided by the knowledge provided by Sport Psychology and its beneficial impact on people's lives. Its objective is to promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Social factors (e.g. cooperation, provision of choice) facilitate the organismic integration process and promote self-determination if they satisfy three innate psychological needs for autonomy, competence, and relatedness.
- **Target group**
358 young people with High-Functioning Autism disorder and intellectual disabilities

Detailed description of the programme/ intervention and methodology:

"Alive & Kicking" is inspired, designed and organized by "Ploes" E.Psy.Me. in cooperation with the following participating organizations and universities: Panhellenic Association of Adjusted Activities "Alma", Vocational Training Center "Margarita", Kapodistrian University of Athens from Greece, European University of Madrid from Spain, Amfidromo Chorotheatro from Cyprus, University of Lorraine from France and Associação Para A Recuperação de Cidadãos Inadaptados Da Lousã A.R.C.I.L. from Portugal.

Professionals that take part in this project come from various academic disciplines and have all come together under one shared goal: to make an impact in the lives of young people with intellectual disability. The group sets up sport clinics for young people with High-Functioning Autism and intellectual disability in a sporting environment. Work is implemented on the areas of affirmation and self-talk, arousal, anxiety and stress, confidence, consistency, focus and concentration, goal setting, motivation, team building, and cohesion. The above areas are thoroughly and professionally tailored to the needs of each specific individual.



➤ **Resources**

Materials

Sport courts

Human Resources

8 partners, 24 scientists

Total Costs

N/A

➤ **Key factors of success**

Using self-determination theory (SDT) as a framework (Deci & Ryan, 1985; Ryan & Deci, 2000, 2002) this project attempts to manifest that perceived competence, autonomy and relatedness influence mentally disabled individuals' level of intrinsic motivation (IM) in sports and in everyday life in general.

➤ **Impact of the programme**

The relationship between competence, autonomy, and relatedness of people with disabilities can change people's attitude towards life itself and ultimately their way of living.

➤ **Innovative elements of the programme**

The cooperation of organizations and universities across three EU countries.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://alive-kicking.org>



Good Practise 8

- **Country, Region/City, Place**
Greece, Athens; Municipality of Elefsina;
Thessaloniki, Municipality of Kordelio-
Evosmos
- **Name of the programme/activity**
“This Summer is Ours”
- **Objectives of the programe/activity**
Enable children and young people
with mental and physical disabilities to
participative in creative activities during
summertime.
- **Which factor of Quality of Life this
programme/activity is affecting mainly**
Personal development and socialization
- **Target group**
Children, teenagers and young people (from
10 to 29 years old) with mental and physical
disabilities
- **Resources**
 - Materials**
Equipment required for a variety of
creative activities (athletic activities,
workshops, artistic events, theatrical plays
and much more)
 - Human Resources**
ELIX staff, volunteers
 - Total Costs**
N/A

Detailed description of the programme/ intervention and methodology:

“This Summer is Ours” (in greek: Afto to Kalokairi einai Diko mas) started in 2013 with the support of the company “Hellenic Petroleum” and the Municipality of Elefsina in Attika and Kordelio-Evosmos in Thessaloniki.

The program aims to support children and young people with mental and physical disabilities, by providing them the opportunity to spend a quality summer time through creative activities (sport activities, workshops, artistic events, theatrical plays and much more) since it is difficult for this target group to find any activities they could take part in during summertime.



➤ **Key factors of success**

Experience in running this program for a few years.

➤ **Impact of the programme**

Children with disabilities feel an enthusiasm for their participation in summer activities, when school is out.

➤ **Innovative elements of the programme**

A combination of creative activities with the help of ELIX staff, and volunteers (for 2018) through the European Voluntary Service (EVS) project called “V.I.P. - Volunteering is Possible” with the financial support of the Erasmus+ Programme funded by the European Commission.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://www.elix.org.gr/en/large-projects-of-elix/social-actions-to-support-vulnerable-groups-and-awareness/this-summer-is-ours-a-program-for-children-and-young-people-with-disabilities>



Good Practise 9

- **Country, Region/City, Place**
Greece, Municipality of Ilion, Athens
- **Name of the programme/activity**
Summer Camp for Children with disabilities (in Greek: "Πρόγραμμα Θερινής Δημιουργικής Απασχόλησης Παιδιών Με Αναπηρία")
- **Objectives of the programme/activity**
Increasing students with mental disabilities their self-perceived self-esteem
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and socialization
- **Target group**
Children with ages that range from 5 to 14, with various disorders (mental disorders, Down syndrome, autism spectrum disorders, mobility difficulties and more).

Detailed description of the programme/ intervention and methodology:

Every summer, the social services of the Municipality of Ilion organize and run summer camps for children with disabilities, in the region of Ilion.

The activities aim to enhance the mental, intellectual, and social development of children through activities such as: theatrical play, visual arts, music-kinetics, gymnastics, dance, group games which are designed and implemented by specialized professionals. The activities are implemented in collaboration with the Association of Teachers of the Special Primary School of Ilion and the Association of its Parents, immediately after the end of the school year, for a period of four (4) weeks.

➤ **Resources**

Materials

Equipment needed for all the designed activities

Human Resources

Staff of social services, volunteers, teachers at the Special Primary School of Illion.

Total Costs

N/A

➤ **Key factors of success**

Increasing enthusiasm by staff and volunteers who run the particular activities.

➤ **Impact of the programme**

Children with disabilities feel an enthusiasm for their participation in summer activities, when school is out.

➤ **Innovative elements of the programme**

Activities are designed by professionals and teachers at the Special Primary School of Illion.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

http://www.ilionsocial.gr/el/ypiresies/therini_amea



Good Practise 10

➤ **Country, Region/City, Place**

Greece, Athens, Stavros Niarchos
Foundation Cultural Center (SNFCC)

➤ **Name of the programme/activity**

Sports for everyone

➤ **Objectives of the programme/activity**

The SNFCC sports activity “Sports for everyone” aims to encourage and support the participation of children with disabilities in sports.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Personal development and socialization

➤ **Target group**

For children aged 6-12 and their adult chaperones

➤ **Resources**

Materials

Sport equipment

Human Resources

Specialized physical education teachers.

Total Costs

N/A

Detailed description of the programme/ intervention and methodology:

The SNFCC sports activity “Sports for everyone” is aiming to encourage and support the participation of children with disabilities in sports. Under the direction of specialized physical education teachers and through specially designed games and recreational sport activities, children have the opportunity to develop their mobility skills. Meanwhile, they experience the power of cooperation and teamwork and spend their free time creatively at the Stavros Niarchos Park.

The design and implementation of the program occurs by the team “Regeneration & Progress”, in collaboration with the Laboratory of Adapted Physical Activity/Developmental & Physical Disabilities, at National & Kapodistrian University of Athens.



- **Key factors of success**
 Opportunity to enjoy sport activities at a renowned new park in Athens, at SNP.
- **Impact of the programme**
 Aims to improve the wellbeing of children with disabilities along with their chaperones.
- **Innovative elements of the programme**
 Collaboration of professionals with faculty at the Laboratory of Adapted Physical Activity/ Developmental & Physical Disabilities, at National & Kapodistrian University of Athens for the design and implementation of the program.
- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**
 N/A
- **Website where we can find more details about this good practice**
<https://www.snfcc.org/en/events/sports-everyone/8068>



List of the Best Practices by AMVIAC – Mexico

Good Practise 1

- **Country, Region/City, Place**
Mexico, Morelos, Cuautla
- **Name of the programme/activity**
Futbeis
- **Objectives of the programe/activity**
That young people with intellectual disabilities can practice a new sport.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and recognition
- **Target group**
10-25 years old students with mild intellectual disability
- **Resources**
 - Materials**
Shorts, shirt, tennis, vinyl ball.
 - Human Resources**
4 referee, 2 volunteers
 - Total Costs**
20€ - 40€

Detailed description of the programme/ intervention and methodology:

Futbeis is a modified game similar to baseball, but with the following variations: a vinyl ball or a soccer ball is used and an out is made when the defensive players retrieve the ball and throw it to their teammates (who watch the four bases of the diamond), before the attacking team's players can occupy them. The game begins when the pitcher from team A sends the ball to the batter from team B, he kicks it and runs to first base. Team A tries to catch the ball and throw it to the base where the runner is heading. In the end the team that during the innings.



➤ **Key factors of success**

- The existence of an audience on the stands
- Presentation of the event on social networks, creating an exclusive facebook page of the event.
- The awarding of a medal and a diploma of participation to each participant.

➤ **Impact of the programme**

Young people with disabilities will have an innovative option in sports, which will help them develop their motor skills and their interaction with younger people in a similar lifestyle.

➤ **Innovative elements of the programme**

People without disabilities can also participate in the game as referees, support players on teams.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

N/A



Good Practise 2

- **Country, Region/City, Place**
San Cristóbal de Las Casas, Chiapas, México
- **Name of the programme/activity**
Athletics for PID
- **Objectives of the programme/activity**
Increase physical strength and mental ability and capacity are developed with mental disabilities
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Health
- **Target group**
6-19 years old students with mild intellectual disability
- **Resources**
 - Materials**
Training cones, discs, pad for jumps, water, athletics court, advertisement.
 - Human Resources**
1 supervisor, 4 volunteers.
 - Total Costs**
400€

Detailed description of the programme/ intervention and methodology:

The students would assist 4 hours per week to practice Athletics in the court.

- **Key factors of success**
 - Dissemination of the programme in the city of San Cristobal to reach as many people as possible
 - High-level of assistance by the participants in the programme.
 - Well designed plan for the trainings and activities to be funny and interesting for the participants.
- **Impact of the programme**
People with disabilities feel an enthusiasm for their participation and for the integration with the team mates. Their self-esteem and physical ability, which are key factors in quality of life, are increasing. Also, participants will experience a serotonin raise.



➤ **Innovative elements of the programme**

Non-disabled people can also participate in the trainings, e.g. other children and young people who are interested in learning about athletics, in order to develop the inclusion.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Increasing the difficulty of the exercises and activities gradually and adapting them to each individual participant.

➤ **Website where we can find more details about this good practice**

<http://cedem.conade.gob.mx/documentos/PRESENTACION/Deporte%20Adaptado%20CEDEM%202019.pdf>



Good Practise 3

- **Country, Region/City, Place**
San Cristóbal de Las Casas, Chiapas, México
- **Name of the programme/activity**
Swimming for PID
- **Objectives of the programme/activity**
To increase physical strength, mental ability and capacity, and also generate self-confidence.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Health
- **Target group**
6-19 years old students with mild intellectual disability
- **Resources**
 - Materials**
Swimming pool, swimming glasses, swimming caps, swimming boards, swimming noodles, towels.
 - Human Resources**
1 supervisor, 6 volunteers.
 - Total Costs**
500€

Detailed description of the programme/ intervention and methodology:

The students would assist 4 hours per week to practice swimming in the pool. Considering participants who may need some extra help, they could assist 2 hours more per week.

They will be out and on and under the water, and they will develop gradually activities such as learning how to float and breath. It can be helpful for the participant to build self-confidence, and improving their physical state and ability. Once technics are learnt by the participants, resistance can be trained too.

Groups will be settled according to individual abilities. Participants who are interested could teach others how to swim, when capacitated.

Once a year, exhibition events could be organized in order to show the people what they learnt and how they evolve since they started. This could ending up in the social insertion of the participants, who could working or volunteering in their local swimming pools.



➤ **Key factors of success**

- Dissemination of the programme in the city of San Cristobal to reach as many people as possible
- High-level of assistance by the participants in the programme.
- Well designed plan for the trainings and activities to be funny, motivating and interesting for the participants.

➤ **Impact of the programme**

People with disabilities feel an enthusiasm for their participation and for the integration with the teammates. Their self-esteem and physical ability, which are key factors in quality of life, are increasing. Also, participants will experience a serotonin raise.

➤ **Innovative elements of the programme**

Non-disabled people can also participate in the trainings, e.g. other children and young people who are not able to afford the prize of swimming lessons.
Inviting professional swimmers to teach and motivate participants.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Increasing the difficulty of the exercises and activities gradually and adapting them to each individual participant.

➤ **Website where we can find more details about this good practice**

<https://heraldodemexico.com.mx/tv/noticiasdelanoche/natacion-como-terapia-para-personas-con-discapacidad-intelectual/>



Good Practise 4

➤ **Country, Region/City, Place**

Mexico, Morelos, Cuautla

➤ **Name of the programme/activity**

Sports rallies

➤ **Objectives of the programme/activity**

Young people with intellectual disabilities will be able to develop their physical and cognitive abilities through sporting challenges that will test their physical condition and intellect.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Personal development and recognition

➤ **Target group**

15-25 years old students with mild intellectual disability

➤ **Resources**

Materials

Shorts, tennis, cones, hoops, nets, bags, ropes, giant balls, scarves

Human Resources

2-4 volunteers

Total Costs

30€-40€

Detailed description of the programme/ intervention and methodology:

As a Definition of Integration Rally, we can tell you that it is a dynamic and playful activity where a large group of people are arranged by teams; and they are asked to carry out different types of activities where their skills are tested; such as force, logic, leadership, and effective problem solving; without neglecting the fun in which the moment of realization is lived. Each game or activity is organized in different ways; that satisfies the development of each one of the qualities or perspectives that the company in charge of financing said activity wishes to cover.



➤ **Key factors of success**

- The existence of an audience on the stands
- Presentation of the event on social networks, creating an exclusive facebook page of the event.
- The awarding of a medal and a diploma of participation to each participant.

➤ **Impact of the programme**

They will help young people with disabilities to challenge their physical and intellectual abilities.

➤ **Innovative elements of the programme**

People without disabilities can also participate in the game as volunteers, support players on teams.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

N/A



Good Practise 5

- **Country, Region/City, Place**
Paris, Saint-Cloud park
- **Name of the programme/activity**
Cycling race - bike tours PID
- **Objectives of the progame/activity**
Improve the quality of life of people with intellectual disabilities, by practicing sport as a habit.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Improvement in cognition and social inclusion.
- **Target group**
12-19 years old students with mild intellectual disability.
- **Resources**
 - Materials**
Bicycle, helmet, kneepads, elbow pads, sports gloves, highway- urban track
 - Human Resources**
1 cycling specialist coach, 1 ambulance, 6 volunteers, 1 transit car
 - Total Costs**
1000€-2000€

Detailed description of the programme/ intervention and methodology:

Yousport is the platform that drives this initiative, just as it does with so many other projects that promote sports in Mexico. They are currently campaigning through crowdfunding to increase the tandem fleet, as they are called double bicycles and thus be able to integrate many more people who thought that they would never again feel what it is to ride a bicycle outdoors.



➤ **Key factors of success**

Dissemination of tours or races, in schools with students who have an intellectual disability, likewise in regular schools and invite young people to volunteer in these sports activities.

➤ **Impact of the programme**

To a large extent, cognition is a preponderant factor in achieving the objective of riding a bicycle: a greater cognitive capacity more possibility of success in the task.

➤ **Innovative elements of the programme**

The volunteers will be young, with whom they can interact.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Para-cycling, with tandem bicycle or tricycle.

➤ **Website where we can find more details about this good practice**

https://www.researchgate.net/publication/273689537_Paraciclismo_estudio_sobre_los_procesos_de_integracion_a_nivel_internacional



Good Practise 6

- **Country, Region/City, Place**
Limes Field, Mortlake, Londres, Inglaterra, Reino Unido
- **Name of the programme/activity**
Football tournaments
- **Objectives of the programe/activity**
Improve the quality of life of people with intellectual disabilities, by practicing sport as a habit.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Improves physical condition and teamwork.
- **Target group**
12-19 years old students with mild intellectual disability.
- **Resources**
 - Materials*
1 soccer ball 1 uniform 1 soccer field
 - Human Resources*
1 soccer coach 1 referee 3 volunteers
 - Total Costs*
15000€ - 2500€
- **Key factors of success**
Dissemination of tours or races, in schools with students who have an intellectual disability, likewise in regular schools and invite young people to volunteer in these sports activities.

Detailed description of the programme/ intervention and methodology:

Special Olympics is the world's largest sports movement for people with intellectual disabilities with the aim of integrating them into society through sports and our complementary programs.



- **Impact of the programme**
To a large extent, cognition is a preponderant factor in achieving the objective of riding a bicycle: a greater cognitive capacity more possibility of success in the task.
- **Innovative elements of the programme**
Friendly games or tournaments with other teams with people with ID.
- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**
Type of soccer 7
- **Website where we can find more details about this good practice**
<https://www.fifamedicalnetwork.com/es/lessons/futbol-para-personas-con-discapacidad-discapacidad-intelectual/>

Good Practise 7

- **Country, Region/City, Place**
México, Monterrey Nuevo Leon
- **Name of the programme/activity**
Dance
- **Objectives of the programe/activity**
Develop movement skills in students
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Segurity develop and cognitive habilities.
- **Target group**
12-19 years old students with mild intellectual disability.
- **Resources**
 - Materials*
Comfortable clothes, tenis, and water bottle
 - Human Resources*
1 instructor and a supervisor
 - Total Costs*
1000€ - 2000€
- **Key factors of success**
 - Discipline
 - Puntuality
 - Assistance
- **Impact of the programme**
People with disabilities feel an enthusiasm for their participation with the presente public. And is for that is very important the aplause and the support of the people.

Detailed description of the programme/ intervention and methodology:

In this practicee they can develop habilities of movement. We Will work coordinacion, desplacement location un time and space. Also se Will work sequence of steps and Rythm



- **Innovative elements of the programme**
The methodology
- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**
I usually work rythms that catch their attention, it is important that they like the rhythm to achieve a better projection of movement.
- **Website where we can find more details about this good practice**
<https://www.danzadown.es/index.php/blog/entrevistas/33-consideraciones-de-la-practica-de-la-danza-para-personas-con-discapacidad-intelectual-sindrome-de-down>



Good Practise 8

- **Country, Region/City, Place**
México, Monterrey Nuevo Leon
- **Name of the programme/activity**
Obstacle Course
- **Objectives of the programe/activity**
Develop movement sikills and cognitive habilities in students
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Improve your cognitive skills
- **Target group**
12-30 years old students with mild intellectual disability
- **Resources**
 - Materials**
Comfortable clothes, tenis, and water bottle
 - Human Resources**
1 instructor and a supervisor
 - Total Costs**
1000€-2000€
- **Key factors of success**
 - Discipline
 - Puntuality
 - Assistance
- **Impact of the programme**
They can motivate themselves through these practice

Detailed description of the programme/ intervention and methodology:

In this practicee they can develop habilities of movement. We Will work movement, desxterity an other abilities. Also developing your cognitive ability



- **Innovative elements of the programme**
The methodology of the game
- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**
This practice can adapted with games for develop obtained learning
Jump the hoops
Run and dudge objects
- **Website where we can find more details about this good practice**
<https://sites.google.com/site/2tafaddiscapacitados/home/actividades-con-discapacitados>

Good Practise 9

- **Country, Region/City, Place**
México, Morelos, Cuernavaca.
- **Name of the programme/activity**
Basketball for PID
- **Objectives of the programe/activity**
Put into practice the physical and emotional skills of the participant
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Develops in individuals a sense of belonging and self-improvement
- **Target group**
18-25 years old people with mild intellectual disability
- **Resources**
 - Materials**
Basketball balls, food, refreshments, T-shirt, basketball court.
 - Human Resources**
1 supervisor, 1 referee, 1 secretary, 1 first aid, 5 people (volunteers, family and PIDs)
 - Total Costs**
50€-80€
- **Key factors of success**
 - Broadcasting of the meetings throught radio, social network and print media.
 - Disposition of people in the farms.
- **Impact of the programme**
People with intellectual disabilities develop the feeling of teamwork while coexistence is promoted and the quality of life is improved.

Detailed description of the programme/ intervention and methodology:

Teams of 5 people are made, which can be made up of volunteers, family members and PIDs. Once the teams are formed, the game is carried out with the intention that at the end of the game, the person with an intellectual disability feels satisfied with the results; always highlighting teamwork and self-improvement.



- **Innovative elements of the programme**
This is an adapted sport, therefore, family members, volunteers can play with people with intellectual disabilities.
- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**
 - A person with an IQ below 70%.
 - Having some limitations in the area of Regular Skills, that is, in communication, in their personal care, among others.
 - That the disability appears before the age of 18.
- **Website where we can find more details about this good practice**
<https://tinyurl.com/42jy6sec>
<https://tinyurl.com/4w4un8bk>



Good Practise 10

- **Country, Region/City, Place**
México, Morelos, Cuernavaca.
- **Name of the programme/activity**
Volleyball for PID
- **Objectives of the programe/activity**
Put into practice the physical and emotional skills of the participant
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Develops in individuals a sense of belonging and self-improvement
- **Target group**
18-25 years old people with mild intellectual disability
- **Resources**
 - Materials**
Volleyball balls, food, refreshments, T-shirt, volleyball uniform
 - Human Resources**
1 supervisor, 1 referee, 1 first aid, 6 people (volunteers, family and PIDs)
 - Total Costs**
50€-80€

Detailed description of the programme/ intervention and methodology:

This sport is developed with teams of 6 people, they can be volunteers, relatives of PIDs and people with intellectual disabilities. According to the availability of the aforementioned people, times and days are defined for the meetings.



➤ **Key factors of success**

- Broadcasting of the meetings through radio, social network and print media.
- Disposition of people in the farms.

➤ **Impact of the programme**

People with intellectual disabilities develop the feeling of teamwork while coexistence is promoted and the quality of life is improved.

➤ **Innovative elements of the programme**

This is an adapted sport, therefore, family members, volunteers can play with people with intellectual disabilities.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

It is divided into 2 classes standing or sitting, following the stipulations of the official rules of "SITTING" volleyball and the conventional ones for when playing standing up.

➤ **Website where we can find more details about this good practice**

http://oa.upm.es/31067/1/TFG_ALBERTO_SANZ_MORALES.pdf

<https://www.discapnet.es/areas-tematicas/deporte/deporte-adaptado/voleibol>



List of the Best Practices by BSDA – Bulgaria

Good Practise 1

➤ Country, Region/City, Place

Water sports educational camp of NSA in Nessebar, Bulgaria

➤ Name of the programme/activity

Adapted sport Camp

➤ Objectives of the programme/activity

The main focus is at learning how to work in teams, how to communicate successfully with others, how to integrate in the society.

➤ Which factor of Quality of Life this programme/activity is affecting mainly

Personal development and social learning, added value for young people, economy and society.

➤ Target group

People with intellectual disabilities, with multiple disabilities, their parents and the students.

➤ Resources

Materials

Boats, kayaks, balls, markers, cons, etc.

Human Resources

Trainers, coaches, supervisors, volunteers and medical staff.

Total Costs

Free for participants

Detailed description of the programme/ intervention and methodology:

In 2019, in the framework of the Master program “Adapted physical activity and sport” of NSA “Vassil Levski”, all master students together with 27 children, youth and adult with disabilities are practicing water sports and beach games and activities for 4 hours per day. Water sports include sea swimming, kayaking, and sailing. Beach games include beach volley, beach football, relays, bocce, precise games, and beach racket games. Daily dancing program is logical end of each day of the camp.



➤ **Key factors of success**

The successful model of the camp is ensuring that the motivation to be active on daily basis continues even after the end of the camp itself and empowers the persons with disabilities to look for further options to be active during the year that both stimulates and improves their physical condition and their social adaptation in the local environment.

➤ **Impact of the programme**

Every participant in the camp is becoming more active in his daily life after the camp (it is proven by monitoring procedure for actual measurement of physical activity through actigraphy). On average 50 persons are participating each year. The added value is that all sport practices are practiced in inclusive settings and this is affecting positively the attitudes toward persons with disabilities and their sport skills and abilities.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Innovative elements of the programme**

Benefits of outdoor sports and particularly of the water sports are well known and documented. All participants experience personal benefits as acquisition of new sport skills, development of existing sport skills, knowledge of the importance of physical activity, nutrition, daily planning and social interaction and communication. For many of the participants with disabilities the personal contacts and friendships with the students and the sport instructors are most valued. At the same time, together with the physical experience, the participants have the opportunity to develop their social and transversal skills, to communicate successfully, to develop problem solving and critical thinking skills through different educational activities that the team, delivering the camp is implementing each year.

➤ **Website where we can find more details about this good practice**

<http://www.nsa.bg/bg/news/id,3603>



Good Practise 2

- **Country, Region/City, Place**
Sofia, Bulgaria
- **Name of the programme/activity**
PLAY'IN TOGETHER, Erasmus+ Programme
- **Objectives of the programme/activity**
Sport, sporting game and physical activities as educational tools to transmit prevention and awareness messages to children with disabilities between 6 and 15 years old.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and social learning, added value for kids and young people with disabilities. Social and health issues to be addressed in a fun and positive way.
- **Target group**
Children between 6 and 15 years old.
- **Resources**
 - Materials**
Balls, blindfolds, markers, cones, scarfs, etc.
 - Human Resources**
Educated trainer/coach, students, and participants.
 - Total Costs**
N/A

Detailed description of the programme/ intervention and methodology:

3 STEPS Methodology:

1. Game without theme: The child understands the instructions, engages in motor mobilization and develops play strategies.
2. Game with theme: The child feels emotions, sensations, experiments and questions himself; the adult is the director. He places clues, symbols and identifies behaviors that will be discussed.
3. The debate: The child expresses, learns and takes ownership of the awareness and prevention messages. The adult is a mediator and supports the concepts discussed.



➤ **Key factors of success**

The facilitators must therefore guarantee the emotional security of the children and transmit several elements before and during the play sequence. It is possible to dialogue on this subject without judging, to question children without any ulterior motives about their feelings and representations, reminding them that we all have the same rights.

➤ **Impact of the programme**

1. SOCIAL INNOVATION AND PEDAGOGY

To create effective educational content, model and accelerate new solutions, develop action-research.

2. THE IMPACT ON THE FIELD

Based on engineering projects with priority audiences and within territories where the potential for impact can be maximized.

3. THE ADVOCACY

To contribute to the change of perception of the sport. This is the meaning of advocacy: to unleash the potential for social impact of sport. It's about demonstrating the relevance of collective actions, to create a stronger link between the world of research and field workers, or to integrate socio-sporting tools into the initial and continuous training of a maximum of education professionals.

➤ **Innovative elements of the programme**

Sport as a tool for education

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://www.play-international.org/en/impact/projects/playin-together>



Good Practise 3

➤ **Country, Region/City, Place**

Velingrad, Bulgaria

➤ **Name of the programme/activity**

The friendship through the lens of children and youths with intellectual disabilities

➤ **Objectives of the programme/activity**

To identify what barriers foster and short break careers, and service providers, face in helping disabled young people in their care to make and keep friends.

To identify solutions that service providers and careers can implement to increase friendship opportunities for disabled young people.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Personal development and social learning.

➤ **Target group**

Children, youth and adults with intellectual disabilities

➤ **Resources**

Materials

Sport balls, markers, pencils, paints, pens, cons, glue, etc.

Human Resources

Educated trainers/coaches, volunteers and participants.

Total Costs

Free of charge

Detailed description of the programme/ intervention and methodology:

The activities were aimed at stimulating the creative potential of 30 children and young people with intellectual disabilities in the following workshops:

1. Applied art/masks, making of flowers, panels, bracelets, making of vases, decorative bottles and others;
2. Photography/walks in the woods and photographing interesting things from nature, individual and group photos, selfies and others;
3. Sports/water polo, swimming, jumping, football, volleyball, darts and skittles.



➤ **Key factors of success**

Proper stimulating the creative potential of 30 children and young people with intellectual disabilities.

➤ **Impact of the programme**

To identify barriers and solutions for increasing friendship opportunities for disabled young people.

➤ **Innovative elements of the programme**

Every dynamic, interesting and full of smiles day was sealed on the photo lenses.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://bapid.com/bapid/?p=711>



Good Practise 4

- **Country, Region/City, Place**
Razlog, Sandanski and Petrich, Bulgaria
- **Name of the programme/activity**
Small Community for Large Asset
- **Objectives of the progame/activity**
To provide participants with knowledge, skills and attitudes to employ sport to spread entrepreneurial attitudes and skills among disadvantaged youth.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and social learning, added value for young people, economy and society
- **Target group**
Children, young people and adults with intellectual disabilities.
- **Resources**
 - Materials**
Sport balls, markers, pencils, paints, pens, cons, glue, etc.
 - Human Resources**
Educated trainers/coaches, volunteers and participants.
 - Total Costs**
Free of charge

Detailed description of the programme/ intervention and methodology:

NGO "Chance" - members of BAPID, launched a project entitled "Small Community for Big Active", which took place on the territory of three municipalities - Razlog, Sandanski and Petrich. The goal of the project was to improve social skills, build trust and personal skills, introduction and learning about the opportunities of children, young people and adults with intellectual disabilities. A thematic camp was held in Velingrad.



➤ **Key factors of success**

Proper stimulating the creative potential of 30 children and young people with intellectual disabilities.

➤ **Impact of the programme**

To identify barriers and solutions for increasing friendship opportunities for disabled young people.

➤ **Innovative elements of the programme**

Every dynamic, interesting and full of smiles day was sealed on the photo lenses.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://bapid.com/bapid/?p=711>



Good Practise 5

➤ Country, Region/City, Place

Plovdiv, Bulgaria

➤ Name of the programme/activity

“Sport Training for All”

➤ Objectives of the programme/activity

The aim is the adaptation and the inclusion of children with special educational needs in the environment of the mainstream school.

➤ Which factor of Quality of Life this programme/activity is affecting mainly

The inclusion of all children and providing possibilities for doing sports together.

➤ Target group

The program is aimed at students between the ages of 7 and 18, including children with disabilities and those living in remote areas.

➤ Resources

Materials

Charcoals, markers, cons, etc.

Human Resources

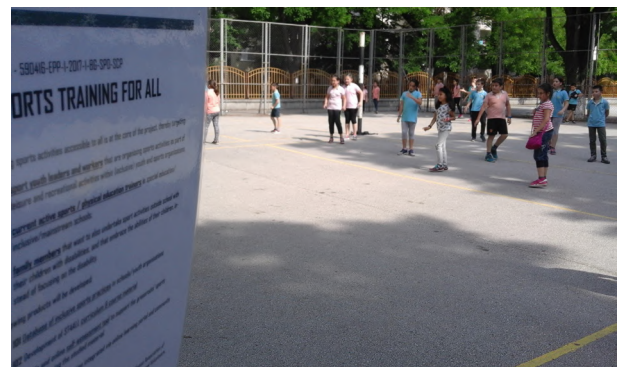
Trainers, coaches, supervisors, volunteers and medical staff.

Total Costs

Free for participants

Detailed description of the programme/ intervention and methodology:

The outdoor sports games at “St. Paisii Hilendarski” Secondary School – Plovdiv will gather pupils and students from the first to the twelfth grade and bring them together. The school embellished its big outdoor playground with the games played by generations of Bulgarian children: “Lady”, “Do not get angry” and “Ladders”.



➤ **Key factors of success**

Finding the most appropriate sport to increase the chances of people with physical disabilities to not only become active but also staying active.

To accommodate sports training to grassroots sports that support the development, both physically and behaviorally, thus decreasing maladaptive behaviors with youth with disabilities.

Reducing the degree of inappropriate tasks and communication.

➤ **Impact of the programme**

ST4ALL aims to enhance the training skills of sports trainers when working with youth with a spectrum of disabilities. Attention to both physical and psychological aspects of their involvement in sport activities and their therapeutic aspects will be explored. Even though barriers were predominantly environmental and facilitators were personal, the experienced barriers and facilitators depended on age and type of disability. When advising people about sports participation, not just the age and disability type should be considered, but also environmental and societal barriers.

➤ **Innovative elements of the programme**

One innovation is the balance line. On that line children can go both: forward and backward and thus to develop their balancing skills. The rest of the games are for the development of motor skills, speed, dexterity and agility. The old Bulgarian game “Do not get angry” will develop children’s team skills as well as their patience and tolerance – qualities set in the new direction of the European education. The innovations of the sports playground, which are a part of the “Sport Training for All” project, will be used in Physical Education classes and in the groups studying all day.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://www.st4all.eu/>



Good Practise 6

➤ **Country, Region/City, Place**

Sofia, Bulgaria

➤ **Name of the programme/activity**

Inclusive basketball

➤ **Objectives of the programme/activity**

The aim of the programme is to include young people with intellectual disabilities in a sport environment that allows a high level of socialization.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

The inclusion of all youngsters and providing possibilities for doing sports together.

➤ **Target group**

The program is aimed at people with intellectual disabilities and persons without disabilities that are their basketball partners.

➤ **Resources**

Materials

Sport field, sport equipment, bips, cones, etc.

Human Resources

Trainers, coaches, supervisors, volunteers and medical staff.

Total Costs

Free for participants

Detailed description of the programme/ intervention and methodology:

The weekly sessions are designed to ensure a mixture of persons with ID and young people without disabilities that are practicing sport together and are learning together about the positive aspects of the #BeActive lifestyle.

➤ **Key factors of success**

Empowerment of young persons with ID through showing their potential and their abilities, ensured by a volunteering team of sport experts, devoted to the development of sport for persons with ID.

➤ **Impact of the programme**

The team has started several years ago with just a few players and in the present moment counts on more than 20 active players with ID and 10 youth partners. The combination of inclusivity and of sharing the sport moments together is empowering the young people with ID and they are showing great progress in their physical activity levels increase, aggression levels decrease, positive attitude and healthy lifestyle development. During the training sessions are used different sport educational activities that aim to further develop both social and physical aspects of the life of persons with ID.



➤ **Innovative elements of the programme**

The innovative aspect of the programme is the inclusion element of young people with disabilities that support the young people with ID and play together, in one team, for one goal. The combination has been proven to be really successful for the persons with ID that feel themselves accepted and loved and for the young people without ID that are showing wider level of understanding to the problems of their mates with different disabilities.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

N/A



Good Practise 7

➤ **Country, Region/City, Place**

Bulgaria, Rousse, Rousse Horse Club

➤ **Name of the programme/activity**

The horse - our mutual friend, a challenge and an open door.

➤ **Objectives of the programme/activity**

The specific problems for solving on the basis of the developed project are the following:

- Mastering the Swiss model for the application of horse-assisted therapy;
- Promotion of a new type of social service, developed on the basis of the Swiss model;
- Creating access to alternative therapeutic methods that meet the needs of children with disabilities from Ruse;
- Implement effective policies for new and innovative social services in accordance with the needs of specific priority target groups.

Key project activities include:

- Establishment of an institutional partnership between the Club of Equestrian Sports and Horse Breeding - Ruse and the Swiss Association for Therapeutic Riding;
- Creating conditions in the Equestrian Club for training and pilot application of the Swiss model - construction of an indoor arena / arena with dimensions 25m x 60m;
- Training in horse-assisted therapy and pilot application of the Swiss model;
- Forum for the promotion of the Swiss model.

➤ **Target group**

Children with mental and physical disabilities from Ruse, Bulgaria, mainly with cerebral palsy.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

- Establishment of an institutional partnership between the Swiss Association for Therapeutic Riding PT - CH (CH) and the Club of Equestrian Sports and Horse Breeding - Ruse;
- Transfer to Bulgaria of innovative approaches and methodology for horse-assisted therapy by the Swiss partner organization and creation of access to alternative social services for children and youth with disabilities;
- Involvement of local partners at different levels - municipal and district administration, organizations of parents of children with disabilities, school leaders, etc. to develop effective policies for new and innovative social services in accordance with the needs of certain priority target groups based on the innovative horse therapy service.
- The strategic goal of the project is to create a Swiss-Bulgarian institutional partnership for the implementation of an innovative model of social policy, which will help solve specific development problems, improve the efficiency and effectiveness of the social services system for children and youth with disabilities in the municipality. Ruse for their personal development.

➤ **Resources**

Materials

Horses, horse base for riding

Human Resources

Specially trained riding coaches from Ruse Equestrian Club

Total Costs

Free for participants

Detailed description of the programme/ intervention and methodology:

The project aims to create a Swiss-Bulgarian institutional partnership between the Swiss Association for Therapeutic Riding PT - CH SV_HRP and the Club of Equestrian Sports and Horse Breeding - Ruse, based on the transfer in Bulgaria of an innovative Swiss model in the social sphere. The project partners plan a pilot application of the method for horse-assisted therapy in the municipality of Rousse - Bulgaria on the basis of a developed and successfully applied Swiss methodology. Specific effective measures for real social and economic integration have been implemented through the transfer of Swiss expertise for the implementation of a new type of social service for people with disabilities, through which real socio-economic inclusion is achieved.

Four instructors / trainers from the Club of Equestrian Sports and Horse Breeding - Ruse are trained on how to plan and apply safe and effective therapeutic lessons.

The Bulgarian partner has been helped to solve a challenge that will benefit a wide range of people with disabilities.

The application of new methods for therapeutic riding at a professional level is beneficial not only to the Equestrian Club - Ruse, but also has a direct connection with the socialization and social integration of children with special needs, children with disabilities, marginalized in one or another reason; they are provided with sustainable solutions for inclusion in public life, in accordance with their abilities. The joint initiative of the partners meets the urgent need for specialized social services for this social group according to the Strategy for Development of Social Services in Rousse District 2010 - 2015, developed with the help of UNICEF.

The project implements a pilot innovative model of social service in accordance with the identified priority target groups for the provision of social services at the municipal level, thus helping to solve specific development problems, to improve the efficiency and effectiveness of the social services system and to use of institutional partnership within the Bulgarian-Swiss cooperation program. The partnership between the Equestrian Club and Horse Breeding - Ruse and the Swiss Association for Therapeutic Riding PT - CH SV_HRP marks the beginning of cooperation in the social sphere, but the project also aims to build a solid foundation for partnership in other areas and areas by including Equestrian Club and horse breeding - Ruse in the Swiss Association for Therapeutic Riding PT - CH SV_HRP as an associate member.





➤ **Key factors of success**

The strategic goal is in the process of achieving through transfer in Bulgaria the innovative model for social service of the Swiss partner organization “Horse-assisted therapy” to address the specific needs of children and young people with physical and mental disabilities.

➤ **Impact of the programme**

Effects of the achieved specific objectives of the project:

- Partnership between Bulgarian and Swiss organization;
- Transfer of knowledge in the social sphere from the Swiss partner in support of the Bulgarian partner;
- Applied innovative approach to horse-assisted therapy as a method for social inclusion in the community of vulnerable children according to their abilities, taking into account their needs;

- Diversification of social services;
 - The advantage of Swiss added value in diversifying services offered to children / young people with physical and mental disabilities, more or less disadvantaged;
 - Strengthening the influence and perception of the influence of the civil structures in the Bulgarian society, for example the level of trust in the public institutions;
- Development of effective policies for new and innovative social services, corresponding to the defined priority target groups.

➤ **Innovative elements of the programme**

Promotion of the Swiss model.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Good practice is adapted for the sector of intellectual disability.

➤ **Website where we can find more details about this good practice**

<https://swiss-contribution.bg/projects/partnyorstvo/konyat-nash-obsht-priyatel-predizvikelstvo-i-otvorena-vrata>



Good Practise 8

- **Country, Region/City, Place**
Bulgaria, Plovdiv, Secondary school "St. Paisii Hilendarski"
- **Name of the programme/activity**
"Sports Training for all"
- **Objectives of the programme/activity**
Inclusion of all.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
The inclusion of all children and providing possibilities for doing sports together.
- **Target group**
Students from the school
- **Resources**
 - Materials**
Paints for painting, adapted guides for conducting games
 - Human Resources**
Parents and Teachers from Secondary school "St. Paisii Hilendarski", Plovdiv
 - Total Costs**
Free for the students in the school.

Detailed description of the programme/ intervention and methodology:

The school naturally includes children with disabilities by bringing them back to games from the past. Matrices for "Lady", "Don't be angry, man" and "Stairs" are outlined in the yard of Secondary school "St. Paisii Hilendarski" under the project "Sports for All". The program is aimed at students with disabilities aged 7 to 18 and living in remote areas.

We want them to understand that they are no different from the others, says the project team, which includes director Iliya Kartev, head teacher at the initial stage Nina Grudeva, senior teacher Silvia Ikimova - English teacher, and their colleagues. That's why the games are adapted. In each there is an easier part for children who have difficulty. In this way the most important goal is realized - inclusion of all.

Personally, the physical education teachers outlined the sports field in bright colours. Added a balance line. Children can walk back and forth on it, thus developing the ability to keep balance. The other games are for motor skills, speed, dexterity, agility. "Don't be angry, man" develops teamwork skills, patience and tolerance - qualities that modern education relies on. The benefits are used in physical education classes and in the study hall. They are also available in free time.

"Sports Training for All" is just one of 3 school projects funded by the Erasmus + Program. Under Teacher Training as Ambassadors for Inclusive Education, educators, psychologists and resource educators learn to develop and implement successful practices to achieve accessible education for all students. A manual is to be created for use by other schools.

The third project is “Martial arts as a way of inclusion.” It will train physical education teachers in schools in remote rural areas and where there are disadvantaged students (cerebral palsy, deafness, visual impairment, autism, Asperger’s syndrome, dyspraxia, HRN, etc.).



➤ **Key factors of success**

By including such activities in the learning process, all children can be involved in games and so those with intellectual disabilities can be included.

➤ **Impact of the programme**

The aim is to strengthen children’s self-esteem, to work against aggression and to involve people with physical and mental disabilities in sports.

➤ **Innovative elements of the programme**

To use innovative methods for inclusion of children with mental and physical disabilities in the learning process at school.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

This good practice is adapted for children with ID.

➤ **Website where we can find more details about this good practice**

<https://tinyurl.com/ycy36r2j>
<https://www.st4all.eu/?lang=bg>



Good Practise 9

- **Country, Region/City, Place**
Bulgaria, Sofia, Bulgarian Sports Development Association (BSDA)
- **Name of the programme/activity**
Project START
Short training course "Integration through sport"
- **Objectives of the programme/activity**
Specific objectives of the START project:
 - Encourage partners to work in a network with a European dimension, sharing ideas, methods, techniques and best practices and to improve their own levels of performance as well as the target groups they work with;
 - To encourage and strengthen the way in which sport is used as a method of integration, socially inclusion and equal opportunities and increase interest in its potential.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
START promotes specific activities at two levels:
 - Raise awareness and train coaches, instructors, trainers, facilitators and animators in the field of sport, managers and staff of non-governmental organizations, how to use the language and methodologies of sport as a way of social inclusion, respect for others and integration of vulnerable groups at risk of excommunication and marginalization, supporting and developing the European dimension of sport. This goal will be achieved through specific mobility activities for coaches, managers and staff / volunteers of non-governmental sports organizations;
 - To encourage the participation in local sports activities (mass sports and physical activity) population, in particular the more vulnerable groups (immigrants, women, NEET youth, ad-

olescents), who have more difficulty accessing sporting initiatives due to language, social and cultural barriers, economic difficulties or prejudice. These goals will be achieved through the organization of sports activities in each of the partner countries.

- **Target group**
Coaches, instructors, trainers, facilitators and animators in the field of sport, managers and staff of non-governmental organizations.

Detailed description of the programme/ intervention and methodology:

The training course focused on the importance of sport as a tool for integration, education and the promotion of social inclusion, understanding of other cultures, human rights and competitiveness among young people in local communities. The training course included the transfer of innovative non-formal education methodologies, creating an important educational bridge between the participating countries, which through sport can improve the integration of immigrants, NEET young people, women or adolescents at risk of exclusion and people from different social strata. Europe. In recent years, we have seen many cases of poverty, violence, cultural and educational conflicts, all based on the lack of appropriate tools for integration. Sports activities can indeed represent a common language that can be used to promote integration in society and bring values of tolerance, freedom, fair play and respect. Sport is useful in removing stereotypes (facilitates the integration of immigrants and minorities in society), promotes mutual understanding and intercultural dialogue (using sport as a universal language) and facilitates the process of social inclusion.

- **Key factors of success**
The START project includes in its activities the implementation of the Transnational Training Course (WP2).

➤ **Resources**

Materials

Specially developed training program for the project

Human Resources

The START project supports the transfer of new opportunities, methods and approaches to coaches, instructors, trainers and animators in the field of sports, managers and staff of non-governmental organizations with the aim of starting to use sports activities as a tool to promote inclusion and integration of vulnerable groups.

Total Costs

No costs for the participants in the project.

➤ **Impact of the programme**

Through the training activities in Sofia, sports experts sent by the partners had the opportunity to meet, discuss and exchange best practices, approaches and ideas.

- Thanks to the Association for the Development of Bulgarian Sports, which was the host partner of training and has extensive experience in the field, participants were able to acquire new skills and knowledge of the use of sport for the integration of different social groups.
- The knowledge and skills acquired by the participants will be multiplied in the respective countries and will be transferred to athletics coaches, coaches in general and young people, interested in gaining new knowledge on the topic "Integration through Sport".
- The acquired knowledge will be used in the daily work of the participants and will be disseminated in their organizations. The approach for integration through sport, which was adopted during the START project, offers participants new opportunities to learn or develop skills and abilities to manage sports

processes, coaching activities and group leadership during the planned sports activities.

➤ **Innovative elements of the programme**

The training course will have multiplier effects at three different levels: partner organizers and their operators; organizations / stakeholders and professionals in the countries involved in the partnership; local consumers and migrants, women, NEET young people and adolescents who are the focus of the project.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

The knowledge gained during the project can be used among children with intellectual disabilities.

➤ **Website where we can find more details about this good practice**

https://www.startcastelbuono.eu/wp-content/uploads/2019/02/3-Handbook_Start-w-BG.pdf





Good Practise 10

➤ Country, Region/City, Place

Sofia, Bulgaria, Association "Federation of Adapted Physical Activity Balkans and Black Sea Region implements project № BG05M9OP001-2.032-0053-C01 – „Social Center - You are part of us"

➤ Name of the programme/activity

"Social Center - You are part of us"

➤ Objectives of the programme/activity

The specific objectives of the project are:

- Providing a specialized integrated cross-sectoral service, including educational and social activities for children and youth with disabilities and thus to create preconditions for social adaptation and inclusion of these children and youth in the city of Sofia, Serdika district
- Creating preconditions for active social inclusion and inclusion in the labor market of people caring for dependent family members, incl. children by providing comprehensive integrated cross-sectoral services and motivational and psychological support
- Implementation of initiatives for informing and providing opportunities for active participation in the society of people from vulnerable groups.

➤ Which factor of Quality of Life this programme/activity is affecting mainly

Provided an opportunity for social inclusion and employment of 20 people caring for dependent family members.

➤ Target group

Children with disabilities and their parents.

Detailed description of the programme/ intervention and methodology:

The main goal of the project is to create a specialized integrated cross-sectoral service for children and young people with disabilities, thus supporting on the one hand their integration and on the other hand the active social inclusion of their family members, including in the labor market. The third project is "Martial arts as a way of inclusion." It will train physical education teachers in schools in remote rural areas and where there are disadvantaged students (cerebral palsy, deafness, visual impairment, autism, Asperger's syndrome, dyspraxia, HRN, etc.).



➤ **Resources**

Materials

Sport field, sport equipment, bips, cons, etc.

Human Resources

Sofia Municipality, Serdika District; The staff of the associations on local level, coaches, volunteers and medical staff.

Total Costs

Free of charge for the participants in this event.

➤ **Key factors of success**

Children with mental and physical disabilities are involved in sports activities together with members of their families.

➤ **Impact of the programme**

Results:

- Functioning integrated service with educational, social and sports elements (adapted physical activity) for 20 children and young people with disabilities;
- Created conditions for social adaptation and employment of families and people caring for members of families with disabilities;
- Created conditions for social adaptation and inclusion of 20 children and young people with disabilities;
- Provided interconnected psychological services to 20 persons caring for dependent family members;
- Motivational support provided to 20 people caring for dependent family members;

➤ **Innovative elements of the programme**

Social adaptation and employment of families of children with mental and physical disabilities.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

It is adapted for children with ID.

➤ **Website where we can find more details about this good practice**

<https://tinyurl.com/s6zf4cmp>

<http://www.serdika.bg/index.php/144-2017-08-31-18-32-23>

<https://tinyurl.com/3yssy4mc>



List of the Best Practices by CSDS – Vietnam

Good Practise 1

- **Country, Region/City, Place**
Vietnam, Ho Chi Minh city, The multi-purpose Sport Court at Ton Duc Thang University
- **Name of the programme/activity**
VAN Sport Funshop (AFSF2020)
- **Objectives of the programe/activity**
 - Provide a friendly playground for young children with ASD and their family to experience sport training.
 - Spread love and beautiful stories of children with ASD, promote care and awareness among people in the community and change their misconceptions about ASD.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Leisure time (socialization, leisure activities)
- **Target group**
Children with Autism Spectrum Disorder with their parents.

Detailed description of the programme/ intervention and methodology:

Annually Vietnam Autism Network and other sponsors organize sport events for young children with Autism Spectrum Disorder.

This year, VAN in sponsorship of RIGHT TO PLAY, provided the training experience of soccer, volleyball, and dodgebee – a friendly and fun playground for the target group.

There were trainers providing guide for the participants who were sport teachers for children with special needs and members of the football team Higher Ground Mision (HGM CLUB).

In the two-day-event, 70 young students and their parents were provided with basic techniques and guidance on how to play soccer, volleyball, and dodgebee.

Having the opportunity to join the activities with guidance from the trainers, assistance from university student volunteers, they hope that children's confidence will be boosted, also contribute to the process of achieving firmer belief in their abilities and efforts, increase team spirit, thus encourage them to be more open towards others.

The significance of sport and physical activeness for children with ASD was stressed in the opening remarks and also during the event, encouraged their parents to keep providing room for their development and engagement with sports after they come back home.



➤ **Resources**

Materials

- One multi-purpose Sport Court
- Sport materials for soccer, volleyball, and dodgebee

Human Resources

- Volunteers (from Ton Duc Thang University)

Total Costs

~10,000€

➤ **Key factors of success**

Support from volunteers, encouragement from the audience.

Having awards for the ones who try the best, there is no winner or loser.

Dedication and profession from trainers

➤ **Impact of the programme**

Young children with disabilities are excited for their participation and reward. Their self-esteem, which is a key factor in quality of life, is increasing.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Innovative elements of the programme**

Having people without disability in the team (e.g. parents/volunteers) helps balance the teams and creates bonding and interactions between them.

➤ **Website where we can find more details about this good practice**

<http://vietnamautism.com/>

<https://www.facebook.com/hashtag/autismfriendlysportfunshop>



Good Practise 2

- **Country, Region/City, Place**
Vietnam, Hanoi, Friendship Village Vietnam (FV)
- **Name of the programme/activity**
Movement Class
- **Objectives of the programme/activity**
 - Promote students' physical fitness, improve their physical health via games and sport activities
 - Learn basis such as counting numbers and color recognition, and working together, etc. for children living with effect from Agent Orange in the Village
- **Which factor of Quality of Life this programme/activity is affecting mainly**
 - Physical well-being
 - Relationship with other people (friends)
 - Leisure time
- **Target group**
Group of students in the Friendship Villgace living with the effect from dioxins from the herbicide "Agent Orange"
- **Resources**
 - Materials**
1 soccer ball, 1 colorful large size parachute, 20 colorful soft cloth bands, 1 music speaker, 15 chairs, 1 big mirror, a package of obstacles, 15 hula hoops, a pack of balloons, 5 small bouncing balls.
 - Human Resources**
2-3 volunteers in each class
 - Total Costs**
~ 5,000€

Detailed description of the programme/ intervention and methodology:

The Movement Class is the extra curriculum activity designed by volunteers working at the Friendship Village with the students having various disabilities such as Developmental Delay, Autism, ADHD, Down Syndrome, etc.

The aim is to encourage them to stay physically active, have fun, and learn something every day. Many games are organized to improve the endurance, strength, coordination, mobility and balance of the children.

The Class will be held in 45 minutes per session. There are 3 groups of students devided based on their ability and level. These three groups taking turn to make sure that they come to Movement Class twice a week.

There are two or three volunteers who are in charge of organizing games and activities for each session. List of popular games are Hello Circle, Ball gate, Duck Duck Goose, Tug of War, Cat and Mouse, Obstacle Race, Musical statue, Dancing twins, Mirror, etc.

- Note: The students are very excited when it comes to the opening time of the Class, because most of the time they sit still in the classroom.

- Drawback: The Friendship Village is often understaffed, so if there were no volunteers, the Class would not be opened.





- **Key factors of success**

 - Creativity, enthusiasm, and patience from volunteers who facilitate activities in the Movement Class.
 - Suitable space: a large room with big mirror, well-equipped with diverse materials for games and activities.
 - Proper time arrangement: in the afternoon after long hours sitting still in the class -> get away from sedentary lifestyle, suitable for students' short concentration span.

- **Impact of the programme**

 - The students with disabilities in the Friendship Village built a good habit and stay active. Their strength, balance, coordination and flexibility is improving little by little.
 - Gradually, being interacting with volunteers from different countries all over the world, they are not afraid of strangers and can communicate well with body languages and very basic English. Their confidence and self-esteem is also increasing.

- **Innovative elements of the programme**

Volunteers can follow the guidebook and are able to organize activities for the Movement Class. It is feasible even for newbies, so the Movement Class most of the time have positive energy.

Children in the village have international friends and work with them well regardless of nationality.

- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

- **Website where we can find more details about this good practice**

N/A



Good Practise 3

➤ **Country, Region/City, Place**

Vietnam, Ha Noi

➤ **Name of the programme/activity**

Iron Run Project

➤ **Objectives of the programme/activity**

- Raise the awareness of and promote a society without disability discrimination especially in the young.
- Change people's misconceptions about people with disabilities
- Provide opportunities for the disabled to be more intergrated in community through outdoor activities

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Social and community activities

➤ **Target group**

- Young students in Hanoi
- Young children with disabilities in Hanoi

➤ **Resources**

Materials

Lunch/ teabreak, T-shirt, Game materials, Speaker, backdrop, First Aid Kit

Human Resources

Volunteers

Total Costs

~ 4,800€

Detailed description of the programme/ intervention and methodology:

Started in 2016 by a group of high school students in Hanoi, IRON RUN is non-profit project aiming at changing stigma of people with disabilities in the community and lessening the gap between people with and without disabilities.

In each season, IRON RUN organizes a running marathon (adopting format of The Amazing Race and Running Man), in which organizers, runners, and young children with disabilities are divided equally into small teams. Each team will overcome challenges, games designed for team-building and bonding until finishing the race.

Volunteers and organizers periodically hold some fundraising activities such as selling homemade cookies (which were made by the disabled), mini music event, etc. to raise fund then donate for centers for children with disabilities.



- **Key factors of success**
 - Youth enthusiasm and their creativity in designing the challenge for the participants
 - Follow-up activities bring
- **Impact of the programme**

More insights from people with disabilities are shared and spreaded in the fanpage of IRON RUN

Young children with disabilities feel an excitement for their participation and reward. Their self-esteem and confidence is boosting.
- **Innovative elements of the programme**

In the process of organizing and fundraising for the program, it is the young highschool students who have to learn and do research to comprehend the disability community. They are young, energetic agents contributing to response to inequality and fight for it
- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A
- **Website where we can find more details about this good practice**

<https://www.facebook.com/ironrunproject/>
<https://tinyurl.com/w88vvaux>



Good Practise 4

➤ **Country, Region/City, Place**

Vietnam, Ho Chi Minh city

➤ **Name of the programme/activity**

Galaxy Archery ParaGames Cup Day

➤ **Objectives of the progame/activity**

-A playground gathering people with disabilities who have passion with archery
-A change to seek for core team joining official training and paving the way for national team in ASEAN Paragmaes 2021.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

-Personal Development and Recognition
-Relationship with others

➤ **Target group**

Archers with lower limb disabilities from the three areas: Ho Chi Minh City, Dong Nai, and Ca Mau Provinces

➤ **Resources**

Materials

N/A

Human Resources

N/A

Total Costs

~15,000€

Detailed description of the programme/ intervention and methodology:

The event was organized by HCMC Center for Sports Training, Vietnamese Paraspport Community, and Galaxy Archery Club.

After the official announcement was released, people with lower limb disabilities for whom finding themselves suitable, registered to the event. There were three types: individual prize for female, individual prize for male, team prize. Two-week-training for all of the participants was organized, in which they were provided with techniques and guidance from professional archers, volunteers, and members of Galaxy Archery Club. Even though most of them need assistance from wheel, crutches, or prosthetics, they did make a lot of effort and participated with strong determination and positive attitude. In addition to the focusing hours training, they shared joyful moments, and made new friends, created bonding and friendship between each other. After training session in the morning, they often meet up for informal talk, sharing their stories, singing and playing music instruments.





- **Key factors of success**
 - Training was provided before the event, even the disabled who is absolutely new to archery could be confident to join.
 - The process of practice and reward after all, there are cups for the winners.
 - The support and encouragement from audience.
- **Impact of the programme**
 - Archery became on the list of favorite types of sports for people with disabilities to choose to play if suitable.
 - Participants extended their network, they made more friends and got a chance to meet up with more people like-minded, sharing the same interests. They found the joy and their confidence through participating and practising the sport regularly.
- **Innovative elements of the programme**

Bring the novel type of sport into community of people with disabilities. This is the very first time HCMC has such event, nurturing talented ones having passion for archery and provide opportunity for them to connect with other like-minded people.
- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Recommendation: Lower the scale and difficulty by using the sticky/plastic soft arrows instead of sharp metal arrow.
- **Website where we can find more details about this good practice**

<http://parasports.com.vn/>
Images on news: <https://bit.ly/3mFi2XN>
<https://www.facebook.com/media/set/?vanity=108387754213051&set=a.167429028308923>



Good Practise 5

➤ **Country, Region/City, Place**

Vietnam, Hanoi and Ho Chi Minh City

➤ **Name of the programme/activity**

Athlete Leadership and Unified School
(Special Olympics Vietnam,)

➤ **Objectives of the programme/activity**

Provide sports training and athletic competition in a variety of Olympic-type sports for people with intellectual disabilities

Give continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in the sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Physical activeness

Relationship with others (family, friends, community)

➤ **Target group**

Children and adults having intellectual disabilities

Detailed description of the programme/ intervention and methodology:

Special Olympics is a global organization that serves athletes with intellectual disabilities working with volunteers and coaches offers 30-plus Olympic-style individual and team sports that provide meaningful training and competition opportunities for persons with intellectual disabilities.

The Leadership Athlete Program provides training for people with intellectual disabilities to develop everyday life skills, and their physical activeness. The program also provides training for trainers, mentors who will closely assist the disabled athletes in developing skills that they are learning.

Meanwhile, the Unified Schools program connects young people with and without disabilities, provides them with sport activities, also aiming at changing misconceptions about intellectual disabilities in the local community.

7 OFFICIAL SPORTS: Football (Soccer), Table Tennis, Judo, Bocce, Badminton, Athletics, Aquatics



➤ **Resources**

Materials

N/A

Human Resources

N/A

Total Costs

~30,000€

➤ **Key factors of success**

The popularity of the sport programs, they are taken place nationwide and involves many local groups in the community such as small centers for children with disabilities.

The participants will receive T-shirt uniform in the beginning of the program and certificate of recognitions after they actively participated, which creates the sense of belonging and recognition.

➤ **Impact of the programme**

There have been 3,710 registered athletes and Unified partners, 257 coaches in the Programs. Children with disabilities join the sport program with enthusiasm and encouragement from their supporters. Their confidence is boosted and the bonding and connection between them is growing more tightly.

➤ **Innovative elements of the programme**

N/A

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://www.specialolympics.org/programs/asia-pacific/vietnam>



Good Practise 6

➤ **Country, Region/City, Place**

Vietnam, Hanoi, Yen So Park

➤ **Name of the programme/activity**

Running Event “You raise me up”

➤ **Objectives of the programme/activity**

The event aims to promote and improve health through sports and physical exercises as well as contributing to eliminating barriers and discrimination between people with disabilities and people without disabilities, so that this companion is only a companion in running, but also a companion of society and community in all activities on the integration journey of people with disabilities.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Physical activeness

Relationship with others (family, friends, community)

➤ **Target group**

People with disabilities (encouraging participation of all types of disabilities), people without disabilities, esp children who love running

Detailed description of the programme/ intervention and methodology:

“You Raise Me Up” Marathon is a non-profit sporting event in response to the International Day of People with Disabilities (December 3rd) with the purpose of creating an inclusive space for PwD through community run.

The event is co-organized by Will to Live Center and For Children Vietnam under the support of RI Korea, KOICA Grants and the Hoang Gia Event Agency.

The event is opened to public with a wide variety of participants, included people with disability (all types of disability encouraged), children as long as they are interested in the sports with forming in pair with a participant with disability, accompanying him or her to complete the registered distance for 1.5 km, 3.0 km or 5.0 km run.



➤ **Resources**

Materials

N/A

Human Resources

N/A

Total Costs

~5,000€

➤ **Key factors of success**

The Running was opened to public with a wide variety of participants and organized in a public space (a large park), eliminating the distance between people with and without disabilities.

➤ **Impact of the programme**

Companions (the paired runners) are encouraged to keep in touch after the event create the friendship and connections.

The participants received medals and certificates of recognition, their self-confidence and self-esteem is increasing.

➤ **Innovative elements of the programme**

In a running pair, the person without disability helps the one with disability, at the same time hearing and connecting with the disabled through their sharing and story while running together and follow-up activities.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://tuoitre.vn/ghep-doi-chay-bo-voi-nguoi-khuyet-tat-de-cung-ve-dich-2019120111174961.htm>

<https://www.facebook.com/watch/?v=408646816695226&extid=5jrIDA-IZW16BjcPI>

<https://www.facebook.com/events/726939437720107/>



Good Practise 7

- **Country, Region/City, Place**
Vietnam, Ho Chi Minh, District 7
- **Name of the programme/activity**
OI Marathon (Orange Initiative)
- **Objectives of the programe/activity**
Raise the community's awareness of and empathy with the efforts and struggle of PWD/AOS to overcome their challenging conditions and circumstances
Promote active and healthy lifestyle to everyone with and without disabilities in the community
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Physical activeness
Relationship with others (family, friends, community)
- **Target group**
Agent Orange victims and their supporters

Detailed description of the programme/ intervention and methodology:

Organizer: Ho Chi Minh City Peace and Development Foundation (HPDF)

The OI Marathon 2020 was organised by HPDF annually under the scope of the HCMC Marathon. The event was organized for 50 people with disabilities, Agent Orange victims and their supporters to take part in the 5km race of the event. OI Program's messages to let people with disabilities know that they do not have to stand alone, because there is always many supporters behind them.



➤ **Resources**

Materials

N/A

Human Resources

N/A

Total Costs

~10,000€

➤ **Key factors of success**

-Have attendance of artists and public figures attracts many people to register the run.

-Professionally structured and annually organized -> gain credibility in the public.

-The sense of recognition for participants (having awards after finishing their running) and cheerful supports from audience along the run.

➤ **Impact of the programme**

-Healthy routine for people in the community
-Rewardings after the running is the tangible motivation for people with disabilities for better active engagement in sport and local community.

➤ **Innovative elements of the programme**

Having a non-disabled person in each team made the running safer and easier

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://hpdf.vn/vn/chay-ung-ho-nguoi-khuyet-tat/>

<https://hpdf.vn/vn/chay-cung-chay-ung-ho-pwd-aos-tp-hcm-15-01-2017-2/>

<https://youtu.be/faudFVME2uY>



Good Practise 8

- **Country, Region/City, Place**
Vietnam (national scale)
- **Name of the programme/activity**
Paralympic Vietnam Association
- **Objectives of the programme/activity**
Directly have a positive impact on health of people with disabilities, in contribution with rehabilitation, social inclusion.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Physical well-being
Personal development and recognition
- **Target group**
People with disabilities

Detailed description of the programme/ intervention and methodology:

Founded in 1995, since then Paralympic Vietnam Association has promoted enormously for exercises and sports towards the people with disabilities:

- Annually organize trainings and sport competitions for people with disability in various areas
- Organize training for coaches and referees, first aid for injuries of people with disabilities
- Introduce and provide products to support sport activities for people with disabilities



➤ **Resources**

Materials

N/A

Human Resources

N/A

Total Costs

~30,000€

➤ **Key factors of success**

Solidarity

Concentration on the refined core team

Regular training

➤ **Impact of the programme**

-The growth of a core team of professional athletes for the national and international sport events.

-The development in physical fitness, profession, and mental health of each athlete

-A community and a sense of belonging for people with disabilities and passion for sports.

➤ **Innovative elements of the programme**

The association operates nationwide and is an official member of

World Paralympic Committee (IPC)

Asian Paralympic Committee (APC)

Southeast Asian Federation of Sports

Disability (APSF)

->receive sustainable support and learning from international entities.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<http://paralympic.org.vn/>



Good Practise 9

- **Country, Region/City, Place**
Vietnam, Ho Chi Minh City, District 11
- **Name of the programme/activity**
“A WARM VIETNAM” Course
- **Objectives of the programme/activity**
Increase motor skills, learn how to play a new sport for children with intellectual disabilities
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Physical well-being
Personal development and recognition
- **Target group**
Young children with intellectual disabilities, ASD, Down Syndrome, Cerebral Palsy
- **Resources**
 - Materials**
N/A
 - Human Resources**
N/A
 - Total Costs**
~1,000€

Detailed description of the programme/ intervention and methodology:

This is a free sport training course organized for young children with intellectual disabilities, ASD, Down Syndrome, Cerebral Palsy; It is organized by Vietnamese Para | Sports Community and Ho Chi Minh Baseball Association (HBA) in sponsorship with A Warm Vietnam Organization.

Weekly schedule:

Every Tuesday: 18:00 – 19:30 : Practise Soccer

Every Thursday: 16:15 – 17:15: Practise Baseball

Every Sunday: 07:30 – 09:00: Practise Soccer

Participating in the course, the children will be guided to interact, make friends, develop some motor skills. After the course, the children should be able to comprehend and perform along the rules of a match.

The children are also provided some matches to practise with other children without disabilities. Experts and professional sport trainers will attend and accompany with the children, they are the ones who already had experience in working with children with special needs esp those with ASD, and intellectual disabilities.

In the end, when finishing the course, the children who joined actively will receive medals and rewardings.



➤ **Key factors of success**

-Taken place regular and weekly schedule is fixed, convenient for the parents to follow and bring their children to the course

-Photos and videos will be taken during the course, children will see them actively join sports and have fun, feel enthusiasm and excitement when it comes to the opening hours

- Children with disabilities will receive the certificate of recognition after finishing the course. They also make friends, their self-esteem and self-confidence is increasing.

➤ **Impact of the programme**

Children with disabilities can join weekly sport activities (soccer and baseball), improve their activeness and create a healthy routine even when the program is finished, the children could remain the habit of practising at home with their parents and supporters

➤ **Innovative elements of the programme**

N/A

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<http://parasports.com.vn/>

<https://www.facebook.com/media/set/?vanity=108387754213051&set=a.16679720170543>



Good Practise 10

- **Country, Region/City, Place**
Vietnam, Ha Noi, Quan Ba Dinh
- **Name of the programme/activity**
Prep course for Special Olympics at Phuc Tue
- **Objectives of the programe/activity**
 - Prepare for students at Phuc Tue Center to participate in Special Olympic event: familiar with the structure of the activities, games, and practice daily
 - Improve physical activeness, motor skills, teamwork
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Physical activeness
Relationship with others (family, friends, community)
- **Target group**
8 – 19 years old students at Phuc Tue Center (A center providing care, education, and vocational training for children with intellectual disabilities)

Detailed description of the programme/ intervention and methodology:

This is the prep course for students at Phuc Tue to get ready for Special Olympic Event.

Two months before the event, teachers at Phuc Tue center planned a practising schedule for their students. There are several games and activities on the official list of the event are adapted for the center's limited space and infrastructure.

Every afternoon, two hours is spent for practising sport activities. The list of activities: soccer, passing the balloon, tug of war, long jump, bag jumping. They learn how to play, how to take turn, and how to work with others in a team.

Due to the center's limited space and infrastructure, teachers and volunteers made use of classroom hallways as the place of practice. Children often finish the practising session by singing together along the speaker.



➤ **Resources**

Materials

Three soccer balls, gloves, balloons, chalk, big bags for jumping.

Human Resources

1 supervisor(teacher), 2-3 volunteers

Total Costs

~1,000€

➤ **Key factors of success**

- Energetic interactions and dedication from teachers, volunteers and the students: giving encouragement, hi-five, chanting, when some doing good or need support.

- Reasonable adaptation to the current state of the center regarding space and finance

➤ **Impact of the programme**

Students at Phuc Tue Center participated in the prep course with excitement and enthusiasm. Their physical fitness is improved at the same time having opportunities for culture exchange with the international and local volunteers. The students effort's are recognized and praised; they, therefore, have motivation to participate more in sport activities.

➤ **Innovative elements of the programme**

The teachers and volunteers at Phuc Tue Center took advantage of what they have. Despite financial difficulty, the children still have so much joy, laughter in the practicing time without any modern equipment or official P.E room

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://www.facebook.com/phuctuecenter>



List of the Best Practices by LCP - Ireland

Good Practise 1

- **Country, Region/City, Place**
Ireland, Mallow Co. Cork
- **Name of the programme/activity**
Special Class Basketball Tournament
- **Objectives of the programe/activity**
To improve the level of play of each young person with intellectual disability and provide them with a rewarding and fun camp experience while learning the fundamentals of basketball and making new friends.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and basketball fundamentals
- **Target group**
12-19 years old students with mild intellectual disability

Detailed description of the programme/ intervention and methodology:

The morning session focuses on basketball fundamentals in both an individual and a team setting. Students practice in smaller learning groups or game situations. The afternoon session begins with either a mini-lecture or competitions addressing a particular skill, such as shooting, individual defense, or a team concept. We focus on these fundamentals to reinforce the skill development of each young person with Intellectual Disability and to raise the level of each player's game.

The Special Class Basketball teams from 3 special needs schools (from Cork and county cork) and the community sports clubs. They will meet in Mallow GAA for one day and 3 nonjudgmental games will be held. Matches will be formed in such a way that the groups are equal in age and level of ID (no mixed gender). ID nurse, School teachers,volunteers, Special Assistant can also participate in the teams to facilitate mainly the teams of special schools with ID that have other languages needs.

For almost all schools the day of the games will be an excursion and so the students who do not participate in the group will watch the games from the stands.

We, the organizers provide light refreshment and PPE (masks, gloves to protect against Covid19) for all attendees. In the end all the participants in the games get a team photo and certificate of participation of the result while the school gets a trophy.



➤ **Resources**

Materials

Basket balls, T-shirts as Jersey, food, refreshments, T-shirt, basketball court, First Aid Kit, Gloves, and masks due to Covid-19

Human Resources

1 supervisor, 1 referee, 1 secretary, 1 first aid, 4 volunteers

Total Costs

2000€

➤ **Key factors of success**

- The existence of an audience on the stands
- Dissemination of the event especially on Social media by watching themselves on TV.
- The awarding of certificate of participation and award participation to each participant.
- Taking pictures o share on social media:

➤ **Impact of the programme**

People with intellectual disabilities feel an enthusiasm for their participation and reward. Their wellbeing, fun, making friends and self-esteem, which is a key factor in quality of life, is increasing.

➤ **Innovative elements of the programme**

The General Public can also participate in the teams, e.g. physical education teachers, so that the teams can balance and make the game between them easier.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Each skill will be adapted to the person level of cognitive and skills ability which will promote a nonjudgmental environment just fun

➤ **Website where we can find more details about this good practice**

N/A



Good Practise 2

- **Country, Region/City, Place**
Ireland, Mallow GAA Co. Cork
- **Name of the programme/activity**
Indoor Biking Tournament
- **Objectives of the programme/activity**
To provide our target audience with a rewarding and fun experience through biking and making new friends.
Indoor Biking Tournament will have the opportunity to develop their gross motor skills and improve leg movements.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Increased cardiovascular fitness.
Increased muscle strength and flexibility.
Improved joint mobility.
Decreased stress levels.
Improved posture and coordination.
Strengthened bones.
Decreased body fat levels.
Prevention or management of disease.
- **Target group**
12-19 years old students with mild intellectual disability

Detailed description of the programme/ intervention and methodology:

The morning session focuses on cycling fundamentals in both an individual and a team setting. Students practice in smaller learning groups or game situations. The afternoon session begins with either a mini-lecture or competitions addressing a particular skill, such as sitting on the bike, pedaling, or a team concept. We focus on these fundamentals to reinforce the skill development of each young person with Intellectual Disability and to raise the level of each young person.

This event needs 15 young people with intellectual disability from Cope Foundation Special secondary schools. They will meet in Mallow GAA indoor arena for one.

Matches will be formed in such a way that the groups are equal in age and level of ID (no mixed gender). One Physiotherapist, School teachers, volunteers, Special Assistant can also participate in the teams to facilitate mainly the teams of special schools with ID that have other language needs.

We, the organizers provide light refreshment and PPE (masks, gloves to protect against Covid19) for all attendees. In the end all the participants in the games get a team photo and certificate of participation of the result while the school gets a trophy.



➤ **Resources**

Materials

Rent 18 bikes, T-shirts as Jersey, food, refreshments, T-shirt, rent Mallow GAA co. Cork First Aid Kit, Gloves, and masks due to Covid-19

Human Resources

1 supervisor, 1 referee, 1 secretary, 1 first aid, 4 volunteers, 1 Physiotherapist

Total Costs

1000€ - 2000€

➤ **Key factors of success**

- Target audience happiness, smile to be observed
- Dissemination of the event especially on various social media by monitoring the hashtags
- The awarding of certificate of participation and award participation to each participant.
- Parents comments on the day

➤ **Impact of the programme**

People with intellectual disabilities feel an enthusiasm for their participation and reward. Their wellbeing, fun, making friends and self-esteem, which is a key factor in quality of life, is increasing.

➤ **Innovative elements of the programme**

The General Public can also participate in the teams, e.g. physical education teachers, so that the teams can balance and make the game between them easier.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

All bicycles will be adapted to each young person level of physical abilities.

If initially it seems like the team or young with intellectual disability is not progressing as much, keep at it and use lots of encouragement. Everyone, including adults like being recognized for doing something well.

Therefore, use lots of praise and high fives! Even if he/she has not fully mastered the bike or pedalling skill, reward the effort.

A person working with young people need to be "Garda Vetted" or Police Vetted to be legally checked to have no criminal report and to be knowledgeable in working with young person with ID and to have coaching skills for vulnerable people.

➤ **Website where we can find more details about this good practice**

www.nda.ie



Good Practise 3

➤ **Country, Region/City, Place**

Ireland, Mallow Co. Cork

➤ **Name of the programme/activity**

Create a Dance

➤ **Objectives of the programme/activity**

The objectives of the program are to express creativity through:

1. Body awareness. To work on their coordination, body control, balance, stamina, and overall strength.
2. Spatial awareness. To move in their own personal space, be aware of other young people's personal space and respect others as everyone move together in a shared space.
3. Self-confidence. Taking risks in activities, performing for an audience and to trust their ideas and abilities.
4. Cooperation and Collaboration. Working in groups, listening, and responding, offering suggestions, exploring others' ideas.
5. Problem-solving. Look at problems in new ways and practice their critical thinking skills.
6. Imagination. Making creative choices, thinking of new ideas, and interpreting familiar materials in new ways.
7. Fun! Learning through play and at the same time improves motivation and reduces stress.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

- Learning through play and at the same time improves motivation and reduces stress.
- Listening skills

Detailed description of the programme/ intervention and methodology:

The morning session focuses on music styles and rhythms fundamentals in both an individual and a team setting. Students practice in smaller learning groups or game situations. The afternoon session begins with either a mini-lecture or competitions addressing a particular skill, such as Youtube dance, individual defense, or a team concept.

Special needs schools (from Cork and county cork) will meet indoor in the school's hall for one day for a nonjudgmental musical and free dance.

This creative freestyle dance event will be formed in such a way that the groups are equal in age and level of ID (no mixed gender). Dance tutor, DJ, School teachers, volunteers, Special Assistant can also participate in the teams to facilitate mainly the teams of special schools with ID that have other languages needs.

We, the organizers provide light refreshment and PPE (masks, gloves to protect against Covid19) for all attendees. In the end all the participants in the school hall get a team photo and certificate of participation of the result while the school gets a trophy.



➤ **Target group**

12-19 years old students with mild intellectual disability

➤ **Resources**

Materials

USB/Bluetooth sound system, T-shirts as Jersey, water, food, refreshments, T-shirt, School Hall, First Aid Kit, Gloves, and masks due to Covid-19

Human Resources

1 supervisor, 1 DJ, 1 dance instructor, 1 first aid, 4 volunteers

Total Costs

1200€ - 2000€

➤ **Key factors of success**

- The existence of an audience on the stands
- Dissemination during and post event that will be shared on various target audience social media using hastags.
- The awarding of certificate of participation and award participation to each participant.

➤ **Impact of the programme**

People with intellectual disabilities feel an enthusiasm through music and dance for their participation and reward. Their wellbeing, fun, making friends and self-esteem, which is a key factor in quality of life, is increasing.

➤ **Innovative elements of the programme**

Free style safe no coordinated dance with basic three steps

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Each dance skill will be adapted to the person level of musical preferences and skills ability which will promote a nonjudgmental environment just fun

A person working with young people need to be "Garda Vetted" or Police Vetted to be legally checked to have no criminal report and to be knowledgeable in working with young person with ID and to have coaching skills for vulnerable people.

➤ **Website where we can find more details about this good practice**

N/A



Good Practise 4

- **Country, Region/City, Place**
Ireland, Mallow Co. Cork
- **Name of the programme/activity**
InterClass Golf Tournament
- **Objectives of the programme/activity**
To provide them with a rewarding and fun experience while learning the fundamentals of Golf and making new friends.
InterClass Golf Tournament will have the opportunity to develop their golfing skills.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and Golf ball fundamentals
- **Target group**
12-19 years old students with mild intellectual disability
- **Resources**
 - Materials**
15 Golf balls, T-shirts as Jersey, food, refreshments, T-shirt, Golf ball court in Charleville Co. Cork, First Aid Kit, Gloves, and masks due to Covid-19
 - Human Resources**
1 supervisor, 1 referee, 1 secretary, 1 first aid, 4 volunteers, 1 Physiotherapist
 - Total Costs**
1000€ - 2000€

Detailed description of the programme/ intervention and methodology:

The morning session focuses on Golf ball fundamentals in both an individual and a team setting. Students practice in smaller learning groups or game situations. The afternoon session begins with either a mini-lecture or competitions addressing a particular skill, such as shooting, individual defense, or a team concept. We focus on these fundamentals to reinforce the skill development of each young person with Intellectual Disability and to raise the level of each player's game.

The Special Class Golf ball teams from 3 special needs schools (from Cork and county cork) and the community sports clubs. They will meet in Mallow GAA for one day and 3 nonjudgmental games will be held. Matches will be formed in such a way that the groups are equal in age and level of ID (no mixed gender). ID nurse, School teachers, volunteers, Special Assistant can also participate in the teams to facilitate mainly the teams of special schools with ID that have other languages needs.

We, the organizers provide light refreshment and PPE (masks, gloves to protect against Covid19) for all attendees. In the end all the participants in the games get a team photo and certificate of participation of the result while the school gets a trophy.



- **Key factors of success**

 - The existence of an audience on the stands
 - Dissemination of the event especially on Social media by watching themselves on TV.
 - The awarding of certificate of participation and award participation to each participant.
 - Taking pictures o share on social media.

- **Impact of the programme**

People with intellectual disabilities feel an enthusiasm for their participation and reward. Their wellbeing, fun, making friends and self-esteem, which is a key factor in quality of life, is increasing.

- **Innovative elements of the programme**

The General Public can also participate in the teams, e.g. physical education teachers, so that the teams can balance and make the game between them easier.

- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Each skill will be adapted to the person level of physical disability and skills ability which will promote a nonjudgmental environment just fun

- **Website where we can find more details about this good practice**

N/A



Good Practise 5

➤ **Country, Region/City, Place**

Ireland, Mallow Co. Cork

➤ **Name of the programme/activity**

Karate for Everyone

➤ **Objectives of the programe/activity**

Everyone' here means even people with physical and mental disabilities like blindness, autism, and prosthetics.

The Karate for Everyone's objectives are:

- To utilize the able parts of the learner e.g. improve balance on one leg
- To strengthen correctable handicaps e.g. improve verbal communication for autistic learners
- To emphasizes body-mind wellness through postures which tone and strengthen our muscles and increase our flexibility.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

- Promote body movement and promote wellbeing.
- Self defenses.

➤ **Target group**

12-19 years old students with mild intellectual disability.

Detailed description of the programme/ intervention and methodology:

A Karate for Everyone morning session focuses on kicking, blocking techniques and rhythms fundamentals in both an individual and a team setting. Students practice in smaller learning groups situations. The afternoon session begins with either a mini-lecture or competitions addressing a particular skill, individual defense, or a team concept.

Special needs schools (from Cork and county cork) will meet indoor in the school's hall for one day for a nonjudgmental adapted karate exercise.

This karate for Everyone event will be formed in such a way that the groups are equal in age and level of ID (no mixed gender). Karate trainer, School teachers, volunteers, Health safety officer, Special Assistant can also participate in the teams to facilitate mainly the teams of special schools with ID that have other languages needs.

We, the organizers provide light refreshment and PPE (masks, gloves to protect against Covid19) for all attendees. In the end all the participants in the school hall get a team photo and certificate of participation of the result while the school gets a trophy.



➤ **Resources**

Materials

15 Karate mats, T-shirts as Jersey, water, food, refreshments, T-shirt, School Hall, First Aid Kit, Gloves, and masks due to Covid-19

Human Resources

1 supervisor, 1 Karate trainer, 1 first aid, 4 volunteers

Total Costs

1000€ - 2000€

➤ **Key factors of success**

- The existence of an audience on the stands
- Dissemination during and post event that will be shared on various target audience social media using hastags.
- The awarding of certificate of participation and award participation to each participant.

➤ **Impact of the programme**

Their wellbeing through easy breathing yoga exercise, fun, making friends and self-esteem, which is a key factor in quality of life, is increasing.

➤ **Innovative elements of the programme**

Free style safe adapted Karate exercises with no coordinated dance with basic steps.

One to one karate adapted per young person

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Karate can be beneficial for individuals with disabilities or chronic health conditions through both the physical postures and breathwork. Each pose can be modified or adapted to meet the needs of the student.

➤ **Website where we can find more details about this good practice**

N/A



Good Practise 6

- **Country, Region/City, Place**
Ireland, Mallow Co. Cork
- **Name of the programme/activity**
InterClass Soccer/Football Tournament
- **Objectives of the programme/activity**
To improve the level of play of each young person with intellectual disability by using Use Visual Tools “visual Literacy” to encourage communication between coach and young people with disability to promote understanding in rules of the games to empower young people with communication difficulties. Keep it short and image less, words
To provide young people with a rewarding and fun camp experience while learning the fundamentals of Football and making new friends.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and Football fundamentals
- **Target group**
12-19 years old students with mild intellectual disability

Detailed description of the programme/ intervention and methodology:

The morning session focuses on Football fundamentals in both an individual and a team setting. Students practice in smaller learning groups or game situations. The afternoon session begins with either a mini-lecture or competitions addressing a particular skill, such as shooting, individual defense, or a team concept. We focus on these fundamentals to reinforce the skill development of each young person with Intellectual Disability and to raise the level of each player’s game.

The Special Class Football teams from 3 special needs schools (from Cork and county cork) and the community sports clubs. They will meet in Mallow GAA for one day and 3 nonjudgmental games will be held. Matches will be formed in such a way that the groups are equal in age and level of ID (no mixed gender). ID nurse, School teachers,volunteers, Special Assistant can also participate in the teams to facilitate mainly the teams of special schools with ID that have other languages needs.

For almost all schools the day of the games will be an excursion and so the students who do not participate in the group will watch the games from the stands.

We, the organizers provide light refreshment and PPE (masks, gloves to protect against Covid19) for all attendees. In the end all the participants in the games get a team photo and certificate of participation of the result while the school gets a trophy.



➤ **Resources**

Materials

Trainer Footballs, T-shirts as Jersey, food, refreshments, T-shirt, Football court, First Aid Kit, Gloves, and dispensers

Human Resources

1 supervisor, 1 referee, 1 secretary, 1 first aid, 4 volunteers

Total Costs

1000€ - 2000€

➤ **Key factors of success**

- The existence of an audience on the stands
- Dissemination of the event especially on Social media by watching themselves on TV.
- The awarding of certificate of participation and award participation to each participant.
- Taking pictures o share on social media.

➤ **Impact of the programme**

People with intellectual disabilities feel an enthusiasm for their participation and reward. Their wellbeing, fun, making friends and self-esteem, which is a key factor in quality of life, is increasing.

➤ **Innovative elements of the programme**

The General Public can also participate in the teams, e.g. physical education teachers, so that the teams can balance and make the game between them easier.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Each skill will be adapted to the person level of cognitive and skills ability which will promote a nonjudgmental environment just fun

➤ **Website where we can find more details about this good practice**

<https://www.irishfa.com/irish-fa-foundation/disability-football>



Good Practise 7

➤ **Country, Region/City, Place**

Ireland, Mallow Co. Cork

➤ **Name of the programme/activity**

InterClass Gaelic Tournament

➤ **Objectives of the programme/activity**

To increase students' with intellectual Disabilities self esteem through sport: Gaelic football

To create a coaching system which supports young people with ID to participate effectively in traditional Irish football

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Personal development and wellbeing

➤ **Target group**

12-19 years old students with mild intellectual disability

➤ **Resources**

Materials

Gaelic balls, food, refreshments, T-shirt, basketball court, First Aid Kit, Gloves and masks due to Covid-19

Human Resources

1 supervisor, 1 referee, 1 secretary, 1 first aid, 4 volunteers

Total Costs

2000€

Detailed description of the programme/ intervention and methodology:

The Gaelic teams from 3 special needs schools (from Cork and county cork) and the community sports clubs. They will meet in Mallow GAA for one day and 3 games will be held. Matches will be formed in such a way that the groups are equal in age and level of ID (no mixed gender). ID nurse, School teachers, Special Assistant can also participate in the teams in order to facilitate mainly the teams of special schools with ID that have other languages needs.

For almost all schools the day of the games will be an excursion and so the students who do not participate in the group will watch the games from the stands.

We, the organizers provide light refreshment and PPE (masks, gloves to protect against Covid19) for all attendees. In the end all the participants in the games get a team photo and certificate of participation of the result while the school gets a trophy.



➤ **Key factors of success**

- The existence of an audience on the stands
- Dissemination of the event especially on Social media by watching themselves on TV.
- The awarding of certificate of participation and award participation to each participant.

➤ **Impact of the programme**

People with intellectual disabilities feel an enthusiasm for their participation and reward. Their wellbeing and self-esteem, which is a key factor in quality of life, is increasing.

➤ **Innovative elements of the programme**

The General Public can also participate in the teams, e.g. physical education teachers, so that the teams can balance and make the game between them easier.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

N/A



Good Practise 8

➤ **Country, Region/City, Place**

Ireland, Mallow Co. Cork

➤ **Name of the programme/activity**

Wheelchair Tennis

➤ **Objectives of the programme/activity**

Use Visual Tools “visual Literacy” to encourage communication between coach and young people with disability to promote understanding in rules of the games of Tennis to empower young people with communication difficulties. Keep it short and image less, words

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Personal development and Tennis fundamentals

➤ **Target group**

12-19 years old students with mild intellectual disability

➤ **Resources**

Materials

Trainer Tennis, T-shirts as Jersey, food, refreshments, T-shirt, Tennis court, First Aid Kit, Gloves, and dispensers

Human Resources

1 supervisor, 1 referee, 1 secretary, 1 first aid, 4 volunteers

Total Costs

2000€

Detailed description of the programme/ intervention and methodology:

The morning session focuses on Tennis fundamentals in both an individual and a team setting. Students practice in smaller learning groups or game situations. The afternoon session begins with either a mini-lecture or competitions addressing a particular skill, such as shooting, individual defense, or a team concept. We focus on these fundamentals to reinforce the skill development of each young person with Intellectual Disability and to raise the level of each player's game.

The Special Class Tennis teams from 3 special needs schools (from Cork and county cork) and the community sports clubs. They will meet in Mallow GAA for one day and 3 nonjudgmental games will be held. Matches will be formed in such a way that the groups are equal in age and level of ID (no mixed gender). ID nurse, School teachers, volunteers, Special Assistant can also participate in the teams to facilitate mainly the teams of special schools with ID that have other languages needs.

For almost all schools the day of the games will be an excursion and so the students who do not participate in the group will watch the games from the stands.

We, the organizers provide light refreshment and PPE (masks, gloves to protect against Covid19) for all attendees. In the end all the participants in the games get a team photo and certificate of participation of the result while the school gets a trophy.



- **Key factors of success**

 - The existence of an audience on the stands
 - Dissemination of the event especially on Social media by watching themselves on TV.
 - The awarding of certificate of participation and award participation to each participant.
 - Taking pictures o share on social media.

- **Impact of the programme**

People with intellectual disabilities feel an enthusiasm for their participation and reward. Their wellbeing, fun, making friends and boost self-esteem, which is a key factor in quality of life, is increasing.

- **Innovative elements of the programme**

The General Public can also participate in the teams, e.g. physical education teachers, so that the teams can balance and make the game between them easier.

- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Each skill will be adapted to the person level of cognitive and skills ability which will promote a nonjudgmental environment just fun

- **Website where we can find more details about this good practice**

<https://www.tennisireland.ie/competitions/wheelchair-homepage>



Good Practise 9

➤ **Country, Region/City, Place**

Ireland, Mallow Co. Cork

➤ **Name of the programme/activity**

InterClass Volleyball Tournament

➤ **Objectives of the programme/activity**

To improve the level of play of each young person with intellectual disability.

To provide them with a rewarding and fun camp experience while learning the fundamentals of Volleyball and making new friends.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Personal development and Volleyball fundamentals

➤ **Target group**

12-19 years old students with mild intellectual disability

➤ **Resources**

Materials

Trainer Volleyballs, Rubber Spots or Cones, Lowered Volleyball or Badminton Net, Beach Balls, Tape (optional for the floor), Regulation Volleyballs, T-shirts as Jersey, food, refreshments, T-shirt, volleyball court, First Aid Kit, Gloves, and masks due to Covid-19

Low net for every court (official height: 1.15m for men and 1.05m for women)

Human Resources

1 supervisor, 1 referee, 1 secretary, 1 first aid, 4 volunteers

Total Costs

2000€

Detailed description of the programme/ intervention and methodology:

The morning session focuses on Volleyball fundamentals in both an individual and a team setting. Students practice in smaller learning groups or game situations. The afternoon session begins with either a mini-lecture or competitions addressing a particular skill, such as shooting, individual defense, or a team concept. We focus on these fundamentals to reinforce the skill development of each young person with Intellectual Disability and to raise the level of each player's game.

The Special Class Volleyball teams from 3 special needs schools (from Cork and county cork) and the community sports clubs. They will meet in Mallow GAA for one day and 3 nonjudgmental games will be held. Matches will be formed in such a way that the groups are equal in age and level of ID (no mixed gender). ID nurse, School teachers,volunteers, Special Assistant can also participate in the teams to facilitate mainly the teams of special schools with ID that have other languages needs.

For almost all schools the day of the games will be an excursion and so the students who do not participate in the group will watch the games from the stands.

We, the organizers provide light refreshment and PPE (masks, gloves to protect against Covid19) for all attendees. In the end all the participants in the games get a team photo and certificate of participation of the result while the school gets a trophy.



- **Key factors of success**

 - The existence of an audience on the stands
 - Dissemination of the event especially on Social media by watching themselves on TV.
 - The awarding of certificate of participation and award participation to each participant.
 - Taking pictures o share on social media.

- **Impact of the programme**

People with intellectual disabilities feel an enthusiasm for their participation and reward. Their wellbeing, fun, making friends and self-esteem, which is a key factor in quality of life, is increasing.

- **Innovative elements of the programme**

The General Public can also participate in the teams, e.g. physical education teachers, so that the teams can balance and make the game between them easier.

- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Each skill will be adapted to the person level of cognitive and skills ability which will promote a nonjudgmental environment just fun.

- **Website where we can find more details about this good practice**

N/A



Good Practise 10

➤ **Country, Region/City, Place**

Ireland, Mallow Hät. Cork

➤ **Name of the programme/activity**

YOUTHGA

➤ **Objectives of the programe/activity**

The objectives of our yoga program are:

- To prepare the body for meditation through breathing and physical exercises.
- To emphasizes body-mind wellness through postures or asanas which tone and strengthen our muscles and increase our flexibility.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

- Promote body movement and promote wellbeing.

➤ **Target group**

12-19 years old students with mild intellectual disability

➤ **Resources**

Materials

16 Yoga mats, T-shirts as Jersey, water, food, refreshments, T-shirt, School Hall, First Aid Kit, Gloves, and masks due to Covid-19.

Human Resources

1 supervisor, 1 Yoga instructor, 1 first aid, 4 volunteers

Total Costs

1000€ - 2000€

Detailed description of the programme/ intervention and methodology:

The morning session focuses on breathing techniques and rhythms fundamentals in both an individual and a team setting. Students practice in smaller learning groups or game situations. The afternoon session begins with either a mini-lecture or competitions addressing a particular skill, individual defense, or a team concept.

Special needs schools (from Cork and county cork) will meet indoor in the school's hall for one day for a nonjudgmental Yoga exercise.

This yoga event will be formed in such a way that the groups are equal in age and level of ID (no mixed gender). Yoga tutor, School teachers, volunteers, Special Assistant can also participate in the teams to facilitate mainly the teams of special schools with ID that have other languages needs.

We, the organizers provide light refreshment and PPE (masks, gloves to protect against Covid19) for all attendees. In the end all the participants in the school hall get a team photo and certificate of participation of the result while the school gets a trophy.



➤ **Key factors of success**

- The existence of an audience on the stands
- Dissemination during and post event that will be shared on various target audience social media using hastags.
- The awarding of certificate of participation and award participation to each participant.

➤ **Impact of the programme**

Their wellbeing through easy breathing yoga exercise, fun, making friends and self-esteem, which is a key factor in quality of life, is increasing.

➤ **Innovative elements of the programme**

Free style safe breathing yoga exercises with no coordinated dance with basic three steps.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

Yoga can be beneficial for individuals with disabilities or chronic health conditions through both the physical postures and breathwork. Each pose can be modified or adapted to meet the needs of the student.

➤ **Website where we can find more details about this good practice**

N/A



List of the Best Practices by MVNGO – Italy

Good Practise 1

- **Country, Region/City, Place**
Italy (Veneto)
- **Name of the programme/activity**
“Progetto Nazionale per lo sport paralimpico a scuola”
- **Objectives of the programe/activity**
Project’s objectives are:
 - Increasing opportunities of social inclusion through sport
 - Stimulate a reflection on those problems linked to diversity, ad respect for the next one.
 - Develop individuals’ potentialities and autonomy
 - Favor the paralympic practice through a multidisciplinary approach.
 - Consolidate the integration of a young person within a sport group/association
 - Aware orientation of the sport according to disable people’s habits
 - Develop coordination abilities
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Personal development and integration
- **Target group**
Target group were secondary and high schools that have an active scholastic sport centre.

Detailed description of the programme/ intervention and methodology:

The project consists of 9 meetings for each school, within February-April, of which:

n.1 consists of meeting a paralympic ambassador/ athlete

n.8 practical lessons at the gym, dedicated to baskin and to paralympic disciplines (selected according to the availability of sport technicians and associations).

It is intention of the project to propose to schools adhering to the project, sport practiced in their province, in order to allow students to prosecute the sport activity outside school’s timetables.

➤ Resources

Materials

N/A

Human Resources

The ideal would be to involve from minimum 12 students (6 disables and 6 tutors), to maximum 40 students (20 disables and 20 tutors).

Total Costs

The convention with the project provides schools with a maximum of 2000 euro, to be decided according to the budget by the Giunta CIP Nazionale.

The whole project is covered by the contribution of the Giunta CIP Nazionale and will be destined to cover costs for the technicians and for the necessary materials for the activity which remains to the institute (maximum 30% of the contribution).

Key factors of success

- Net among more schools
- Regional Convention and scope
- Convention with the Italian Paralympic Committee

➤ Impact of the programme

People with disabilities from more schools try the same activities as not disable ones.

➤ Innovative elements of the programme

Uniting students with disabilities from an institute or a net of neighboring institutes with not-disable classmates (who are tutors), to participate at inclusive physical education lessons by teachers and paralympic technicians.

➤ If the good practice is not coming from the sector of the intellectual disability how can it be adapted?

N/A

➤ Website where we can find more details about this good practice

<https://tinyurl.com/y792b2vj>



Good Practise 2

- **Country, Region/City, Place**
Italy (Marche)
- **Name of the programme/activity**
VelaSpiegata
- **Objectives of the programme/activity**
Velaspiegata's objective is to develop a particular form of intervention on disable people through creative sailing.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Working in group, physical and mental improvement.
- **Target group**
Young disable people.
- **Resources**
 - Materials**
Two boats "Tridente 16" and a supporting dinghy.
 - Human Resources**
12 disable people participating at the project, 72 hours of direct activities.
Educators that looked after disable people.
One instructor from Federazione Italiana Vela.
 - Total Costs**
For the project VelaSpiegata, Circolo Velico Ardizio used its own means and those bought with the support of external contributions, and was supported by voluntary activity of some members of the Circolo and of volunteers from other associations.

Detailed description of the programme/ intervention and methodology:

In summer 2018, activities were:

ANFFAS

5 disable people, 8 meetings of 3 hours each Mondays of June, July, August.

I.RI.Fo.R

4 disable people

3 hours each Friday in June, July, August.

PRANDER/WILLI

3 disable people

3 hours each Thursday in June, July, August.

In 2018 the activity took place in the Base Nautica del Circolo Velico Ardizio and was conducted by an instructor from the Federazione Italiana Vela. Meetings consisted of practical and theoretical sailing lessons with two boats and a supporting dinghy. Activities at sea were accompanied by lessons on the ground related to sailing and to the Navy. Lessons were given with the presence of educators that look after the disable participants.

➤ **Key factors of success**

Relational factors: participants appeared more open, able to communicate, more prone to use irony and to trust others.

Humor: it appeared to have improved, as participants seemed more relaxed and joyful, while aggressiveness seemed contained.

Socialization: improvement of ability to collaborate in group.

➤ **Impact of the programme**

Sailing stimulates the acquisition of competencies concerning body awareness, neuromuscular control, activation of perceiving channels, emotions' control, interrelation abilities and affectivity.

➤ **Innovative elements of the programme**

By sailing, participants exercise in a dimension of real necessity: socialization and sharing, as there are rules and hierarchies to respect, need of reciprocal help and attention on each other.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://www.circolovelicoardizio.com/velaspiegata/>



Good Practise 3

➤ **Country, Region/City, Place**

Italy (Basilicata)

➤ **Name of the programme/activity**

Well-fare sport

➤ **Objectives of the programe/activity**

Project's objectives are to:

Provide young disable participants with opportunit  of social inclusion,

Promote the starting up of rugby and swimming programs in relation to the group aspect.

Realize initiatives that put in contact the sport environment with associations that deal with disable people. Strengthen basic abilities, autonomy and self-esteem.

Valorize originality and diversity.

Give visibility to initiatives undertaken by CONI.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Prevention, social reintegration, disable individuals', families', social groups' and community's activation.

➤ **Target group**

Youngsters with disabilities .

Detailed description of the programme/ intervention and methodology:

Aim of the project is to create a net of sport institutions (FSN, DSA, EPS, AB) and associations that deal with disabilities. Associations, in collaboration with Federugby and Federnuoto organize sport courses for people with disabilities.

Regional Committee of Basilicata selects trainers who oversee these activities.

➤ **Resources**

Materials

Two boats "Tridente 16" and a supporting dinghy.

Human Resources

Associations that deal with disabilities

Sport associations that operate in Basilicata, in collaboration with Federugby and Federnuoto.

Trainers selected by the Regional Committee of Basilicata

Total Costs

N/A

➤ **Key factors of success**

Proposed activity can become an useful inclusive tool for disable youngsters and a way to discard prejudices that alienate disability from the social and cultural dimension of citizens.

➤ **Impact of the programme**

Social inclusion of involved subjects

Strengthening of sport activities

Strengthening of self-esteem and sociability

Widening the Regional Committee of Basilicata's net of collaborations

Visibility of the project outside associations

Involvement of the CIP for the following opening of a Center for the starting-up of a sport for people with disabilities (CASP)

➤ **Innovative elements of the programme**

To reconsider with an innovative perspective the conception of welfare state, where the classical notion of assistance must be replaced with prevention, social reintegration, disable individuals', families', social groups' and community's activation.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://basilicata.coni.it/basilicata/basilicata/notizie/news-potenza/8711-well-fare-sport-un-esempio-di-inclusione-sportiva.html>



Good Practise 4

➤ **Country, Region/City, Place**

Italy (Sicily)

➤ **Name of the programme/activity**

DiveActive

➤ **Objectives of the programme/activity**

To favor the optimal use of disable youngsters' resources and capacities, who will be supported toward new forms of autonomy work.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Professional development, autonomy, physical abilities' improvement.

➤ **Target group**

Fifteen disable youngsters from Catania.

➤ **Resources**

Materials

N/A

Human Resources

N/A

Total Costs

Funded by the European Social Fund Sicily

Detailed description of the programme/ intervention and methodology:

First step of the project is a training course that would allow youngsters to acquire competences related to the profession of scuba diving guide by obtaining the DiveMaster certification.

The training course will be followed by job orientation, a stage period and assisted work experience. Finally, 15 youngsters will realize and manage a type B cooperative that will handle touristic and educative pathways related to diving.

All participants will be certified with the DiveMaster PADI or HAD, and not only they will become touristic underwater guides, but also DiveMaster recognized internationally.

➤ **Key factors of success**

The HSA (Handicapped Scuba Association) Italia, is partner of the project and recognized the validity of the teaching standard: the acquisition of diving competencies and techniques allow disable guides to employ their experience in favor of the community, in order to make local tourism more accessible.

➤ **Impact of the programme**

The project is a pathway that creates high profile competencies, compared to those of a not disable person, increasing participants' self-esteem.

➤ **Innovative elements of the programme**

Thanks to the virtual platform, the DiveActive Web Community, participants can exchange information, experiences, suggestions and good practices. This is an opportunity considering the diving sector as a growing sector in Italy and abroad.

Thanks to the management of the social cooperative, youngsters will become true protagonists, offering new services of touristic support.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://www.lifeonlus.com/newwebsite/progetti/diveactive>



Good Practise 5

➤ **Country, Region/City, Place**

Italy

➤ **Name of the programme/activity**

All Inclusive Sport (Emilia Romagna)

➤ **Objectives of the progame/activity**

It is an experimental project of inclusion of youngsters with disabilities in sport associations with three objectives:

- To create an alternative to afternoon activities reserved solely to disables,
- To create conditions so that youngsters with disabilities can practice sport with their peers
- To promote culture of inclusion in sport.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Orientation and access to a sport association, social inclusion.

➤ **Target group**

People with disabilities of all ages, “from the territory” (Reggio Emilia)

➤ **Resources**

Materials

N/A

Human Resources

Tutors (support the athlete with disability during the sport pathway. They can be professionals or volunteers trained for the task) Supertutors orient the athlete, coordinate tutors and oversee the placements.

Total Costs

The cost of tutors is entirely covered by All Inclusive Sport and falls neither on families nor on sport associations.

Detailed description of the programme/ intervention and methodology:

The athlete with disabilities (or its family) that wants to receive information to access the service shall contact DarVoce by calling the number 0522.791979 or writing to allinclusivesport@darvoce.org.

The request will be sent to a supertutor of the territory of reference, for a first interview for the individual orientation on the sport, discipline and association suitable to welcome the participant.

If the person is older than 11 years, he/she can access the service also through the Medicina dello Sport di Reggio Emilia, by booking a sportive visit, after wich there will be the interview.

➤ **Resources**

Materials

N/A

Human Resources

Tutors (support the athlete with disability during the sport pathway. They can be professionals or volunteers trained for the task)

Supertutors orient the athlete, coordinate tutors and oversee the placements.

Total Costs

The cost of tutors is entirely covered by All Inclusive Sport and falls neither on families nor on sport associations.

➤ **Key factors of success**

With All Inclusive Sport, an athlete’s family pays to the sport association the same fee as that of not disable people.

The project allows each athlete to practice sport with peers in inclusive sport associations.

➤ **Impact of the programme**

The promotion of an inclusive, open and welcoming community that guarantees to people with disabilities the right to participate at sports activities.

The program is open to children, youngsters and adults with disabilities to access sport associations of the territory.

➤ **Innovative elements of the programme**

Per questo motivo, ogni avviamento sportivo viene preceduto da un colloquio di orientamento preliminare con un supertutor di All Inclusive Sport, utile a:

The interview with a supertutor clarifies the desires of a disable person and allows disables and their families to elaborate a project with shared objectives, select the most suitable sport association, define the eventual need of a supporting tutor during workouts and for the integration in a team.

All inclusive gives subjects that want to support the project:

- A qualified staff according to the Corporate Social Responsibility and communication standards,
- The possibility to create an innovative project of RSI, personalized according to the company's requests
- Visibility on media and communication channels,
- Tax relief

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://www.lifeonlus.com/newwebsite/progetti/diveactive>



Good Practise 6

➤ **Country, Region/City, Place**

Italy (Emilia Romagna)

➤ **Name of the programme/activity**

IO TIFO LA REGIA!

➤ **Objectives of the programe/activity**

Sport has value not only when it is played, but also when it is seen and supported, as the sport environment is welcoming and a powerful means of inclusion.

Objective is to promote the sport for all and to be together with people with fragilities.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Inclusivity in entertainment, enable people with disabilities to go to the stadium and be football supporters

➤ **Target group**

People with disabilities that supports Reggio Audace Football Club

➤ **Resources**

Materials

N/A

Human Resources

Major volunteers that want to join the initiative and help

Total Costs

N/A

Detailed description of the programme/ intervention and methodology:

Since Sunday 17 February 2019, all matches played at home by "La Regia" football club, an educator and volunteers from the cooperative Coress are available to accompany youngsters and people with disabilities to support the team of the city.

➤ **Key factors of success**

N/A

➤ **Impact of the programme**

Two people with disabilities have been hired, one of them is the president's assistant. Furthermore, Reggio Audace Football Club externalizes different services to the Cooperative L'Ovile, allowing the work placement of disable people.

➤ **Innovative elements of the programme**

Entrance to the stadium is free for people with disabilities and for their guide.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<https://www.cittasenzabarriere.re.it/azioni/io-tifo-la-regia/>

Good Practise 7

- **Country, Region/City, Place**
Italy (Tuscany)
- **Name of the programme/activity**
SportHabile
- **Objectives of the programme/activity**
To spread all benefits of allowing disable people to practice a sport.
- **Which factor of Quality of Life this programme/activity is affecting mainly**
N/A
- **Target group**
All disable people (physical, sensorial and mental disable).
- **Resources**
 - Materials*
Technical materials is provided freely.
 - Human Resources*
Sport qualified staff
 - Total Costs*
N/A
- **Key factors of success**
First SportHabile centres have been started up as excellence centres that are accessible, with qualified staff and with the technical materials required.
- **Impact of the programme**
The first step is the writing of a text that is a guidance for disable people to access sport. The guidance will be the result of a collaboration between the University, the Region the Regional CIP, la Scuola dello Sport and CONI.
The second result is the organization of short stages for the formation.

Detailed description of the programme/ intervention and methodology:

Information:

The first aspect of the project's intervention is the spread of news related to sport for disable people and its benefits for athletes and their spectators. The specific action is called "InformHabile" and allows the openness of informative corners where these news can be spread.

Formation:

This process is exclusively aimed at people that relates with disable, namely sport teachers, sport trainers, school teachers and volunteers from associations and cooperatives that work with the world of disability.

- **Innovative elements of the programme**
Criteria to become a SportHabile Centre, based on the type of disability (physical, sensorial, mental), are the following;
 - Reserved and accessible parking for disables
 - Accessibility of the facility (no architectonic barriers)
 - Accessible bathrooms
 - Accessible changing rooms
 - Accessibility of leisure facilities such as Bars
 - Qualified staff
 - Presence of suitable materials
 - Free private lessons
- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**
N/A
- **Website where we can find more details about this good practice**
<http://www.toscana-accessibile.it/il-progetto-sporthabile>
<http://www.progettosporthabile.it/>



Good Practise 8

➤ **Country, Region/City, Place**

Italy (Lombardy)

➤ **Name of the programme/activity**

beOut. Milano outdoor per tutti

➤ **Objectives of the programe/activity**

Portare la passione per l'outdoor e lo sport a tutti, valorizzando la grande risorsa dei parchi pubblici che la città di Milano offre

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Personal development and recognition

➤ **Target group**

N/A

➤ **Resources**

Materials

Each association will provide the materials.

Human Resources

N/A

Total Costs

There will be a free registration procedure when people arrive. beOut. Milano outdoor per tutti is funded by the Fondazione Cariplo.

➤ **Key factors of success**

Wide participation of the public
Use of a public space
Free entrance

Detailed description of the programme/ intervention and methodology:

8 outdoor Sundays at the Parco Lambro Skatepark, Milan. Each third Sunday of the month, there will be outdoor activities such as:

Skateboarding, slackline, rugby, tai chi, yoga, fitness walking e nordic walking, with professional instructors and moments aimed at people with physical and mental disabilities. Slackline and skateboarding will be present each Sunday and will be accompanied by other activities at rotation.

➤ **Impact of the programme**

Two people with disabilities have been hired, one of them is the president's assistant. Furthermore, Reggio Audace Football Club externalizes different services to the Cooperative L'Ovile, allowing the work placement of disable people.

➤ **Innovative elements of the programme**

Sport is seen as a driver of inclusion and social integration and as a means to valorize culture and welfare, offered freely in a public place.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<http://www.beout.it/wp-content/uploads/2017/09/beOut-8-domeniche-outdoor-.pdf>

<http://www.beout.it/>

Good Practise 9

- **Country, Region/City, Place**
Italy (Sardegna)
- **Name of the programme/activity**
ASD Speedysport Onlus
- **Objectives of the programme/activity**
Organizing sport events for disable people
- **Which factor of Quality of Life this programme/activity is affecting mainly**
Sport activity, leisure, physical development, social inclusion
- **Target group**
Disable people from all ages
- **Resources**
 - Materials*
N/A
 - Human Resources*
N/A
 - Total Costs*
N/A
- **Key factors of success**
The project, born in 2007 in Dorgali (Sardinia), is currently present in 5 cities: Orosei, Galtelli, Irgoli, Onifai, Loculi, and has 50 athletes that do regularly activity.

Detailed description of the programme/ intervention and methodology:

Several of sportive and leisure activities organized by this association between June and September and consist of excursion in the mountains and in the sea.

In these days there are activities of swimming and leisure activities on the beach, organized by athletes themselves and instructors.

The association organizes activities in many cities in Sardinia, and also course such as swimming and bowling ones.

- **Impact of the programme**
The creation of an environment for disable people, who are enabled to make many sport and leisure activities.
- **Innovative elements of the programme**
The wide range of activities available, including bowling, riding, swimming, kayaking, climbing, trekking, fishing, biking, sailing, football,
- **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**
N/A
- **Website where we can find more details about this good practice**
<https://www.asdspeedysport.com/mission>



Good Practise 10

➤ **Country, Region/City, Place**

Italy

➤ **Name of the programme/activity**

Progetto Aita Onlus

➤ **Objectives of the programe/activity**

General objective of the project is to support the territory and the families with social initiatives, promoted in naturalistic environments, which are the ideal for the allowing children with disabilities to experiment a equal integration.

Furthermore, the association aims at promoting the knowledge on neurological disorders and the spred of evidence-based practices.

➤ **Which factor of Quality of Life this programme/activity is affecting mainly**

Social inclusion, equal sport opportunities.

➤ **Target group**

Children with neurological disorders from all Italy

➤ **Resources**

Materials

N/A

Human Resources

N/A

Total Costs

N/A

Detailed description of the programme/ intervention and methodology:

Organization of a Summer school in the places where the project works, with many sport activities available.

Fencing Academy (Academia Scherma), to give more motivated children the chance to practice a sport at an agonistic level.

➤ **Key factors of success**

Spread of the project at a National level.

➤ **Impact of the programme**

Social inclusion of autistic children in the sport environment, both at a non competitive and agonistic level.

➤ **Innovative elements of the programme**

Integration is favored by the presence of psychological tutors, who are trained and overseen by Neuropsychiatrists for children from national health facilities.

The working model of the children is non competitive and aims at creating a global state of welfare. Children are grouped with typical-development peers, and followed by a tutor (psychologist or psycopedagogist).

Tutors strengthen positive behaviors and limit problematic behaviors of children.

➤ **If the good practice is not coming from the sector of the intellectual disability how can it be adapted?**

N/A

➤ **Website where we can find more details about this good practice**

<http://www.progettoaita.com/chi-siamo/>



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