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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

National Inclusive Sports Insights and Best Practices Report of Greece

University of Macedonia

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Work Package 2 – Resources and modelling

D2.1 Reports on national resources

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Methodology

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

General information about inclusion in sports in Greece

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

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

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

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

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

Brief summary on the results of the journal papers.

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

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

Brief summary on the results of grey literature.

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

Analyses for providing the requested data.

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

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

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

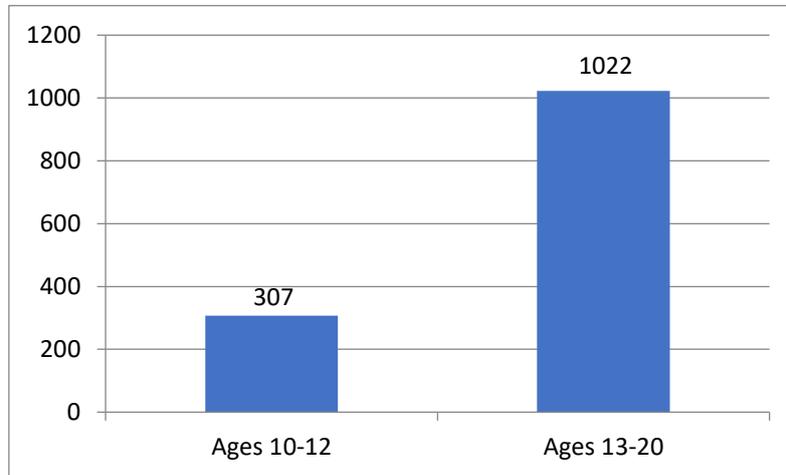


Figure 1. Youngsters with disabilities participating in sport

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

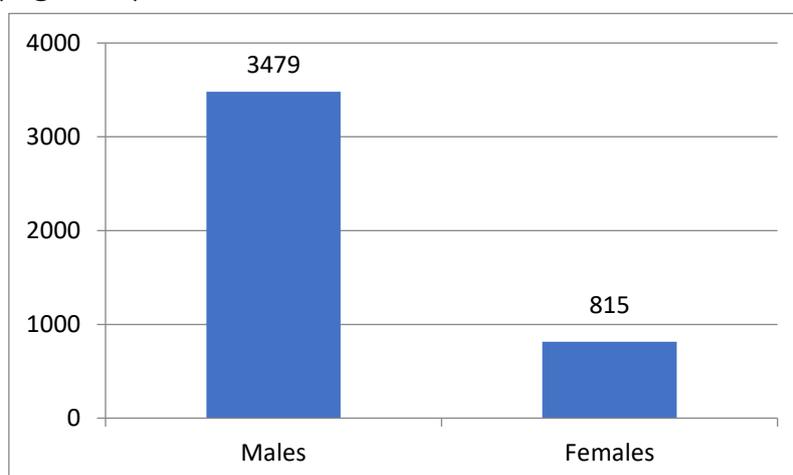


Figure 2. Youngsters with disabilities participating in sport

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

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

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

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

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

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

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

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

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

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

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4. Skilled and Knowledgeable Staff.

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

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

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

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

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

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Additional links:

<https://www.iekpraxis.gr/seminario-proponisi-atomon-me-anapiria/>

<https://nommes.gr/%CE%B4%CE%B9%CE%B5%CE%B8%CE%BD%CE%B5%CF%82-%CF%80%CF%81%CE%BF%CF%80%CE%BF%CE%BD%CE%B7%CF%84%CE%B9%CE%BA%CE%BF-%CF%83%CE%B5%CE%BC%CE%B9%CE%BD%CE%B1%CF%81%CE%B9%CE%BF-%CE%B3%CE%B9%CE%B1-%CE%B1%CE%BC/>

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

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

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

What would you recommend to your country?

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

Useful links to the ICHI:

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

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

Best Practice in Greece #1:

Key words.

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

1. Type of Disability

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

Visual Impairments (VI).

2. Organization & Reference

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

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

3. Formal/Informal

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

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

4. Practice summary

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

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

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

5. Variations implemented

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

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

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

6. People involved

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

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

7. National guidelines adopted

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

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

Here are some examples:

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

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

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

8. Implications for teachers/practitioners etc.

Please write any useful implications (what teachers/coaches/physical educators should take into account: safety considerations, equipment needed, support needed) that the practice might have. This may include

focal points of the types of disabilities included and how these points were addressed, in terms of the participation in sports.

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

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

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

9. Innovative resources, materials, methods etc. used

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

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

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

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

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

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

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

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

10. Communication and collaboration strategies

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

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

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

11. Evaluation and/or reflection methods

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

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

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

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

12. Training pathway for teachers for integrating this good practice

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

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

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

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

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

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

Best Practice in Greece #2

Key words.

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

1. Type of Disability

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

Attention-deficit/hyperactivity disorder (ADHD).

2. Organization & Reference

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

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

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

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

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

3. Formal/Informal

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

Both formal and informal settings

4. Practice summary

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

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

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

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

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

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

Long Jump:

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

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

5. Variations implemented

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

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

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

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

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

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

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

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

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

6. People involved

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

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

7. National guidelines adopted

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

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

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

8. Implications for teachers/practitioners etc.

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

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

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

9. Innovative resources, materials, methods etc. used

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

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

10. Communication and collaboration strategies

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

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

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

11. Evaluation and/or reflection methods

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

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

12. Training pathway for teachers for integrating this good practice

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

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

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

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

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

Best Practice in Greece #3

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

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

1. Type of Disability

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

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

2. Organization & Reference

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

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

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

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

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

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

3. Formal/Informal

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

Formal education, Curricular activities.

4. Practice summary

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

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

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

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

5. Variations implemented

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

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

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

6. People involved

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

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

7. National guidelines adopted

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

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

8. Implications for teachers/practitioners etc.

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

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

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

9. Innovative resources, materials, methods etc. Used

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

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

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

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

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

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

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

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

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

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

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

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

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Dialogue script:

Picture 1

Agency 1: -

Agency 2: -

Agency 3: Uh oh!!!

Agency 4: Take the ball.

Picture 2

Agency 1: -

Agency 2: -

Agency 3: They will yell at me again.

Agency 4: Go!

Picture 3

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

Agency 2: Play at last.

Agency 3: Wait a minute.

Agency 4: Hey!

Picture 4

Agency 1: Don't spoil the game.

Agency 2: Don't delay any longer.

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

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

Picture 5

Agency 1: -

Agency 2: -

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

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

10. Communication and collaboration strategies

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

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

11. Evaluation and/or reflection methods

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

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

12. Training pathway for teachers for integrating this good practice

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

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

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

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

Best Practice in Greece #4

Key words.

Wheelchair basketball, inclusive sport culture

1. Type of Disability

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

Physical Disabilities (PD).

2. Organization & Reference

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

Primary contact:

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

Secondary contact:

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

3. Formal/Informal

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

Formal education in connection with informal education.

4. Practice summary

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

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

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

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

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



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

5. Variations implemented

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

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

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

Here's how it works:

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

4. **Rules:** The basic rules of wheelchair basketball are similar to traditional basketball, with a few modifications to accommodate the wheelchair. For example, players are allowed to push their wheelchairs twice before dribbling or passing. Also, a player cannot touch the ball and their wheelchair simultaneously. There are specific rules regarding contact and chair-to-chair contact.

5. **Classifications:** Players in wheelchair basketball are classified based on their level of functional ability, and they are assigned a point value from 1.0 to 4.5. The total point value of the five players on the court cannot exceed a certain limit, ensuring a fair and balanced game.

6. **Adaptations:** Some adaptations are made to ensure the game is played smoothly. For example, a metal frame is placed around the lower part of the basket to prevent wheelchair contact, and the shot clock may be slightly longer to accommodate the wheelchair movement.

7. **Competitions:** Wheelchair basketball is played at various levels, including local, national, and international competitions. There are professional wheelchair basketball leagues and tournaments, including the Paralympic Games.

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

6. People involved

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

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

7. National guidelines adopted

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

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

8. Implications for teachers/practitioners etc.

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

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

9. Innovative resources, materials, methods etc. used

Please refer to the resources, materials, methods etc. have been employed. Strategies for creating an inclusive environment, prioritizing accommodations for students with disabilities, forming/refining accessible facilities, equipment, and assistive technology. Please include techniques

for adapting sports activities to meet the needs of students with disabilities, such as modified rules, specialized equipment and assistive devices.

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

10. Communication and collaboration strategies

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

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

11. Evaluation and/or reflection methods

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

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

12. Training pathway for teachers for integrating this good practice

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

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

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

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

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

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

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

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

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

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

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

Best Practice in Greece #5

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

Sitting Volleyball, Paralympic Sports, inclusive sports

1. Type of Disability

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

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

2. Organization & Reference

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

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

3. Formal/Informal

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

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

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

4. Practice summary

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

The program's primary focus is on students across different educational levels, encompassing primary school, high school, and university. Its objective is to impart knowledge about Paralympic sports, individual variances, and issues related to disabilities. The program comprises a range of activities and actively encourages interaction with Paralympic athletes. It is structured around four key pillars:

1. Acknowledgement of athletic accomplishments: Introducing various sports and their adaptations, comprehending the classification and nuances of disabilities within sports, and providing opportunities to engage with elite athletes.
2. Recognition and acceptance of individual disparities: Acquiring knowledge pertaining to individuals with disabilities, actively experiencing diversity, and fostering the participation of both disabled and non-disabled individuals in the same initiatives.
3. Engagement in sports as an inherent human entitlement: Developing an understanding of inclusive practices within physical education.
4. Empowerment and social support through sports: Encountering both setbacks and triumphs, learning effective strategies for motivating

athletes with disabilities, and listening to narratives of disabled athletes.

Moreover, the program involves the training of disabled athletes as role models, which yields psychological and physical benefits for all participants.

Sitting Volley

The overarching objective of the activity is to foster students' appreciation for the athletic capabilities of individuals with movement impairments, specifically within the context of sitting volleyball. The specific goals of the activity include: understanding the rules of sitting volleyball, developing an understanding of the specific requirements related to movement limitations, acquiring practical experience in sitting volleyball skills, and exploring the concepts of different movement modalities and differentiation. The activity can be conducted in either an indoor or outdoor court setting.

Initiating the activity involves the session leader dividing the group into pairs, with each pair being provided with a ball. The initial task is for the pairs to play with the ball for approximately two minutes, without any specific instructions. Following this, the session leader gathers all the students and initiates a discussion on how to adapt and modify the activity to accommodate individuals with motor impairments.

The subsequent stages of the activity aim to demonstrate the variations in performance observed in ball handling skills between seated and standing positions. These stages include:

1. Throw and catch over the net: Two students positioned opposite each other throw and catch a ball over the net, marking the furthest distance achieved with a cone. The exercise is then repeated in a seated position, and the distances achieved in standing and sitting positions are compared.

2. Service: Students stand or sit on the service line and practice serving the ball over the net. The differences in performance between standing and sitting positions are compared.

3. Moving skills: Students are divided into two lines—one standing and one seated—positioned on either side of the net. While moving horizontally across the court, the students pass the ball back and forth over the net. The activity’s difficulty level is compared between sitting and standing positions.

4. Two-on-two game: This game resembles volleyball, but instead of traditional volleyball actions, the students are required to catch and throw the ball. Considering the skill level of elementary school students, this game may be more suitable.

5. Four-on-four (or six-on-six) game.

6. Monsterball: An adapted version of sitting volleyball where students are divided into teams of six players and play volleyball from a seated position, either on their knees or bottoms, using a larger ball known as a monsterball.

By engaging in these activities, students can develop a deeper understanding of the unique aspects of sitting volleyball and gain insight into the challenges and adaptations necessary for individuals with movement impairments to participate in sports.

5. Variations implemented

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

Sitting Volleyball encompasses a sport that is inclusive to individuals with and without disabilities, irrespective of age and gender, and allows for various combinations of players. To effectively achieve the desired objectives of this activity, it is crucial for the session leader to emphasize, during the reflective process, the specific challenges associated with ball handling in a seated position. Through a group discussion, the session leader guides the conversation towards the realization that individuals with disabilities can engage in a demanding sport like Sitting Volleyball only through the application of physics and skill. This can be exemplified through the presentation of video clips showcasing the required abilities.

To facilitate the discussion, the session leader may pose sample questions such as: How did you experience playing the sport? What actions proved to be the most challenging? What disparities exist between Sitting Volleyball and Standing Volleyball? Is it a straightforward process to become an elite Sitting Volleyball player? What skills and attributes must one acquire to attain elite status in Sitting Volleyball? What difficulties might these players encounter in their daily lives, and how can they overcome these obstacles?

It is worth noting that Standing Volleyball was introduced as a Paralympic Sport in 1976, but was subsequently removed in 2000 due to insufficient global participation. On the other hand, Sitting Volleyball made its debut on the Paralympic Programme during the Arnhem 1980 Paralympic Games.

6. People involved

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

Teachers, coaches, trainers, disabled athletes, nursing staff, occupational therapists, physiotherapists, psychologists, social workers, students, the Hellenic Paralympic Committee, the General Secretariat of Sports, the Democritus University of Thrace, and all Greek Paralympic athletes who are being trained as role models.

7. National guidelines adopted

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

This practice is aligned with National Guidelines.

8. Implications for teachers/practitioners etc.

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

Physical educators are presented with several implications when incorporating Sitting Volleyball into their curriculum:

1. **Adapted Instruction:** Physical educators must possess knowledge and understanding of the rules, techniques, and adaptations required in Sitting Volleyball. They should be able to modify and adapt traditional volleyball activities to suit the needs of students with movement impairments. This includes adjusting equipment, rules, and strategies to create an inclusive and engaging experience for all students.

2. **Inclusive Environment:** Physical educators have a responsibility to create an inclusive environment that promotes participation and engagement of students with diverse abilities. They should encourage teamwork, respect, and acceptance among all students, regardless of their physical abilities. By fostering an inclusive environment, physical educators can promote empathy, understanding, and appreciation for individual differences.

3. **Skill Development:** Physical educators should prioritize the development of fundamental skills specific to Sitting Volleyball, such as effective sitting techniques, ball handling, serving, and positioning. They should design progressive and developmentally appropriate activities that allow students to acquire and refine these skills over time. By providing opportunities for skill development, physical educators can empower students to participate fully in Sitting Volleyball and enhance their overall physical literacy.

4. **Safety Considerations:** Physical educators must prioritize the safety of all students during Sitting Volleyball activities. They should be aware of any specific safety guidelines, equipment requirements, and modifications necessary to ensure a safe and inclusive experience. This includes providing appropriate padding or support for students with physical vulnerabilities and implementing strategies to prevent injuries during gameplay.

5. Awareness and Education: Physical educators should educate themselves and their students about disability awareness, Paralympic sports, and the accomplishments of athletes with disabilities. By incorporating discussions, guest speakers, or multimedia resources, educators can broaden students' perspectives, challenge stereotypes, and promote a more inclusive and accepting attitude towards individuals with disabilities.

6. Collaboration: Physical educators can collaborate with local disability sport organizations, coaches, and Paralympic athletes to enhance their understanding of Sitting Volleyball and access additional resources. By establishing partnerships, educators can create opportunities for students to interact with experienced athletes, observe demonstrations, and gain insights into the world of adaptive sports.

9. Innovative resources, materials, methods etc. used

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

Resources, materials, and methods required for Sitting Volleyball include the following:

1. Court and Equipment:

- Indoor or outdoor court with appropriate dimensions (10 meters by 6 meters for international competitions).

- Volleyball net and antennae, adjusted to the appropriate height for Sitting Volleyball.

- Volleyballs specifically designed for Sitting Volleyball, which are slightly larger and softer than standard volleyballs.

2. Chairs and Seating:

- Volleyball-specific chairs designed for Sitting Volleyball, which provide stability, mobility, and support for players.

- Chairs should have a low center of gravity, sturdy frame, and adjustable features to accommodate individual player needs.

- Optional padding or cushions to ensure comfort and safety during gameplay.

3. Protective Gear:

- Knee pads: Provide additional protection for players during floor movements and dives.

- Elbow pads: Offer support and reduce the risk of injuries during dives and falls.

4. Whistle and Scoreboard:

- Whistle: Used by the referee to signal the start and stop of play, fouls, and violations.

- Scoreboard: Helps track and display the score during matches.

5. Training and Educational Materials:

- Rulebooks and regulations specific to Sitting Volleyball, including classification guidelines and adaptations.

- Video resources demonstrating Sitting Volleyball techniques, gameplay, and strategies.

- Educational materials on disability awareness, inclusion, and the Paralympic movement.

6. Methods and Instructional Strategies:

- Skill-based instruction: Employing progressive teaching methods to develop fundamental skills such as serving, passing, setting, blocking, and spiking in Sitting Volleyball.

- Modified games and drills: Creating activities that focus on sitting techniques, movement patterns, teamwork, and strategy development specific to Sitting Volleyball.

- Peer coaching and role modeling: Encouraging collaboration and mentorship among players, including both disabled and non-disabled participants.

- Inclusive practices: Implementing strategies to adapt activities and rules to ensure all students can actively participate, regardless of their physical abilities.

- Progression and differentiation: Adjusting the complexity and challenge level of activities to accommodate individual skill levels and promote continuous improvement.

10. Communication and collaboration strategies

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

Paralympic School Day is an educational program established by the International Paralympic Committee (IPC) with the aim of fostering awareness and understanding of individuals with disabilities in schools. The program offers a comprehensive Paralympic School Day kit, consisting of engaging activities and informative materials, designed to educate children

and young people about Paralympic sports, individual differences, and disability issues in an enjoyable and interactive manner. Developed by experts in Paralympic sport, disability studies, and pedagogy, the kit equips educators with the necessary skills, knowledge, and resources to successfully implement a Paralympic School Day event.

The concept of disability awareness is integrated into lesson plans throughout the year, and the IPC strongly encourages teachers to participate in the Paralympic School Day program. By doing so, teachers join schools worldwide in promoting awareness and fostering positive attitudes among their students towards individuals with disabilities, while also advocating for the full inclusion of students with disabilities in the classroom. Association Perpato implements the program in accordance with IPC guidelines.

Paralympic School Day is a flexible program conducted globally within school facilities, aiming to raise awareness among children and adults alike. It offers a diverse range of activities and information about Paralympic sports, individual differences, and disability issues within an engaging and entertaining environment. Schools provide an ideal setting for cultivating a more inclusive and accepting society. Children, with their open-mindedness and lack of preconceived biases, are particularly receptive to learning about topics such as disability, making this age group especially suitable for introducing such subjects.

The Paralympic Movement, with its focus on sports for individuals with disabilities, serves as an excellent tool in this endeavor. Sports act as a powerful motivator for children, encouraging their active participation and enabling them to embrace diversity in a positive and empowering way.

This specific good practice, in combination with Paralympic sports, disability, and diversity, aims to foster a positive attitude towards disabled people. This is achieved through students' participation in various Paralympic sports

and the overcoming of challenges, leading to a deeper level of understanding. Additionally, it promotes substantial knowledge based on existing and applied Paralympic sports, highlighting the difficulties arising from each disability and the adaptation and utilization of their strengths.

Through this program, the school addresses contemporary challenges and needs, promoting awareness of disabled people and acceptance of differences. It aligns with the principles of modern pedagogy, as it is a flexible program that allows all students to participate in experiential and exploratory exercises through sports activities. The program is specially designed to enable all students to participate and learn through a combination of theoretical information accompanied by practical exercise in Paralympic sports. Simultaneously, it provides inspiration and knowledge to children, combining learning with entertainment.

Within the framework of the "Fair Play" spirit of Paralympic sports and activities, respect, cooperation, and acceptance are emphasized. In this way, students communicate, interact, and collaborate harmoniously, developing attitudes and perceptions of coexistence. Educators participating in the implementation of the program, in collaboration with responsible specialized professionals, should be informed and ensure the provision of the necessary equipment for each activity.

11. Evaluation and/or reflection methods

If applicable, state how teachers planned to know, to what extent basic goals were met. That is, give any kind of evaluation practices, self-reflection methods, forms of data collection, post-event documentations and follow-

ups. Also, report any positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

Following each activity, the Association Perpato initiates communication with the school's educators for an assessment conducted via a telephone interview. While immediate change may not always be achievable for individuals with disabilities, its impact will gradually manifest as they become integrated into society as a whole in the future.

12. Training pathway for teachers for integrating this good practice

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

1. **Adapt Activities and Equipment:** Modify traditional volleyball activities to suit the needs of Sitting Volleyball players. Adjust equipment, such as the net height and ball size, to accommodate the seated position. Create variations of drills and games that focus on sitting techniques, movement patterns, and skill development. Ensure that the environment and equipment are accessible and inclusive for all participants.
2. **Promote Inclusion and Collaboration:** Encourage the participation of both disabled and non-disabled students in Sitting Volleyball

activities. Foster an inclusive environment that promotes teamwork, respect, and acceptance among all participants. Provide opportunities for peer coaching and collaboration, allowing students to learn from and support each other.

3. **Individualize Instruction:** Recognize that students may have varying levels of ability and experience in Sitting Volleyball. Adapt your teaching approach to meet the individual needs of each student. Provide modifications, additional support, or challenges based on their skill level and physical abilities. Offer feedback and encouragement to foster growth and improvement.
4. **Emphasize Skill Development and Fun:** Prioritize the development of fundamental skills in Sitting Volleyball, such as serving, passing, setting, blocking, and spiking. Structure sessions to provide ample practice and repetition, allowing students to improve their technique and build confidence. Ensure that the activities are engaging, enjoyable, and age-appropriate, creating a positive and motivating learning environment.