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# INCLUSION AND DISABILITIES IN AND THROUGH SPORT

## Best Practice #5 - North Macedonia

OCNM - Olympic Committee of North Macedonia

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



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

Social inclusion, cultural differences, recreational activities

### 1. Type of Disability

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

Social inclusion of adolescents with intellectual disabilities through sports and recreational activities

### 2. Organization & Reference

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

The sports and recreational activities were organized by the Republican Center for the Support of Persons with Intellectual Disabilities - PORAKA took place at the Red Cross Staff Education Center in the city of Skopje in Struga (2006). This event included 44 adolescents with intellectual disabilities, users of day centers created and managed by RCPLIP - PORAKA in Skopje, Radovish, Ohrid and Struga. In the implementation of these activities, 8 team leaders (personnel from daycare centers) and 3 responsible persons from RCPLIP - PORAKA were involved. When organizing this type of activities, raising public awareness regarding the potentials and opportunities of people with intellectual disabilities was also one of the goals. Therefore, media coverage of this event was provided in order to notice and show the importance of organizing this type of activity for people with intellectual disabilities.

### 3. Formal/Informal

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

Non-formal

### 4. Practice summary

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

Sports activities were divided into the following disciplines:

**Athletics**

25 meter dash (men, women and combined);

50 meter dash (men, women and combined);

Long jump.

**Football Competitions in futsal (men, women and combined)**

**Basketball**

Basketball competitions (teams of three people each – men, women and combined).

Volleyball Competitions in teams of three people each (men, women and combined).

Rope game Competitions in teams consisting of three people each (men, women and combined).

### 5. Variations implemented

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

People with intellectual disability without any age limit

## 6. People involved

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

44 adolescents with intellectual disabilities from the region of Struga and Radovish have participated in this project. The sport activities were delivered by the staff at Poraka center and Red Cross.

## 7. National guidelines adopted

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

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## 8. Implications for teachers/practitioners etc.

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

When working with people with disabilities in sports, it is important to prioritize safety and ensure that all participants are able to engage in physical activity in a way that is both enjoyable and comfortable for them. Here are some safe recommendations for working with people with disabilities in sports:

## 9. Innovative resources, materials, methods etc. used

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

Within this project the sport activities were adapted to be attractive and fun to the participants and they offered sport activities in different team sports. They didn't use specialized equipment or assistive devices.

**10. Communication and collaboration strategies**

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

It is important for coaches to provide athletes with the opportunity to challenge themselves and accomplish their personal goals in a competitive environment. This allows the athletes to understand where they currently are in relation to their long term goals. It is important to remember that this should be done in a careful manner, only introducing the athlete to competition when they are ready both physically and mentally to deal with a competitive environment. Under the right circumstances competition also provides intrinsic enjoyment for athletes. Feedback is important. It must be phrased in a way that allows the athlete to develop further but without appearing offensive to their current skill level.

**11. Evaluation and/or reflection methods**

If applicable, state how teachers planned to know, to what extent basic goals were met. That is, give any kind of evaluation practices, self-reflection

methods, forms of data collection, post-event documentations and follow-ups. Also, report any positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

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## **12. Training pathway for teachers for integrating this good practice**

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

Grow global mind-set and consider cultural differences when working with different people with disabilities from different backgrounds. Celebrate the diversity of their students with disabilities, highlighting their unique strengths and abilities, and promoting an inclusive sports culture that values diversity.