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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Best Practice #3 - 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

Mobility aids, volleyball, inclusion, matches in volleyball

1. Type of Disability

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

In our case, the individual relies on mobility aids, specifically prostheses designed for both legs. The braces extend from below the knees down to the feet. Without these prostheses, the legs are non-functional, and movement would not be possible.

2. Organization & Reference

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

Volleyball Club (UK) "Flamingo"
 Kisela voda, OU Nevena Georgieva-Dunja, Aerodrom, OU Lazo Angelovski
 and Aleksandar Makedonski
 4 employees, volleyball coaches

<https://www.instagram.com/flamingo.vc/>

3. Formal/Informal

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

Sports club, informal activity

4. Practice summary

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

Participation in the Volleyball Federation of the Republic of North Macedonia (OF RSM), women's team, young categories (pioneers, cadets)
Regular matches in the youth leagues organized by OF North Macedonia
Participation in various sports volleyball events, organized outside the OF leagues of North Macedonia.

5. Variations implemented

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

Age limit from 10 to 15 years.

6. People involved

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

Individuals possessing coaching certifications for younger age categories and actively engaged as volleyball players serve as advisors in the training processes.

7. National guidelines adopted

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

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8. Implications for teachers/practitioners etc.

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

As the training is in its early stages, specific aids are currently unnecessary. The focus of the training is on developing fitness, acquiring knowledge of the rules, and practicing techniques. Since the training venue is located within a 500m distance from home, there is no need for accommodation. The individual can easily access the training facility and utilizes the locker room for changing before proceeding to the gym for exercises. After the training concludes, they can independently return home, covering the distance on foot without requiring transportation or assistance.

9. Innovative resources, materials, methods etc. used

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

The collaboration exists between the involved parties, albeit not at an official level.

Parents are actively engaged in the education and practice process, each contributing from their respective domains of expertise and providing valuable feedback for the work being done.

OK Flamingo takes part in the "Skopje League" project with girls aged 10 and 12, which is organized by a team of sports professionals. The league matches are held in various locations, including the sports center "Forza" as the home venue, as well as in different primary and secondary schools such as the secondary school "Orce Nikolov".

The primary target for Flamingo is to provide an opportunity for girls who do not participate in the Youth categories of the Volleyball Federation of the Republic of North Macedonia (OF RSM). Additionally, OK Flamingo actively participates in the second Macedonian state league for women, which is organized by the Volleyball Federation of North Macedonia (OF of North Macedonia).

10. Communication and collaboration strategies

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

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11. Evaluation and/or reflection methods

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

By occasionally observing and engaging in conversations with the parents, one can perceive the evident satisfaction of both the children and their parents. The achieved results in the mentioned competitions are undoubtedly an outcome of our increasing commitment, diligence, and perseverance in our endeavors.

To showcase our progress, we arrange practical presentations within the training facility, share media records, and organize various events. Moreover, we coordinate winter and summer camps, both within the country and abroad, as part of our efforts to further enhance our work and provide enriching experiences for the participants.

12. Training pathway for teachers for integrating this good practice

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

They demonstrate a commendable commitment to giving their utmost in their endeavors, willingly embracing the opportunity to work with children with disabilities and actively incorporating them into the educational and practical aspects, always with the approval of parents and professionals. Valuable lessons can be learned from these remarkable children.

