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# INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Best Practice #6 - 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

Karate, Inclusion

**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.

Physical and mental disabilities as well as Down syndrome

**2. Organization & Reference**

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

Karate Club Olympic Sport 2007 Skopje with two engaged coaches.  
 Graduated professor of physical and health education.  
 Main goal is to raise capacities of involved organizations to promote social inclusion by implementing sport activities and services directly including young people with intellectual disabilities and to use sport as drive force of social inclusion.

<https://www.facebook.com/profile.php?id=100063478570995>

**3. Formal/Informal**

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

Non-formal

**4. Practice summary**

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

We are relatively new with this type of training with children with disabilities; the training method takes place through games such as chase, find the object, jump over hoops, jump on one leg, balance, trust game.

**5. Variations implemented**

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

In our club, we cater to athletes between the ages of 18 and 28, including those with physical and mental disabilities, such as Down syndrome. Our approach is to treat all athletes equally, providing them with inclusive training in a mixed environment. It is important to note that our 18-year-old athlete with Down syndrome receives the same opportunities as other children. However, during the explanation part of the exercises, there may be a need for additional support and clarification to ensure their full understanding and retention.

**6. People involved**

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

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**7. National guidelines adopted**

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

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**8. Implications for teachers/practitioners etc.**

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

Coaches should strive to create an environment that emphasizes task orientation, enabling athletes to concentrate on mastering skills, learning, and personal improvement rather than comparing themselves to others or focusing solely on competition. By fostering this mindset, athletes develop a sense of competence centered around self-development, which enhances their autonomy and sense of control over their accomplishments.

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

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

To enhance training sessions, visual aids such as colorful bibs and cones can be employed. Additionally, incorporating exercises involving rope-

skipping, trampolines, and Swiss balls can be beneficial. In cases where a team has a lower overall ability level, allowing an extra player on their team can help compensate for this disparity. Above all, it is crucial for the coach to focus on the ability level rather than the disability level of the athletes and make necessary adjustments to the sessions accordingly.

### **10. Communication and collaboration strategies**

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

Promoting inclusive education in schools and the community through various means such as organizing trainings, forums, lectures, and more; Collaborating with the Education Development Bureau to develop tailored curricula based on specific types of disabilities; Providing training opportunities for teachers and professional services to effectively work with students with disabilities; Equipping professional services with necessary resources and expertise; Establishing legal regulations to govern the inclusion of students with disabilities; Ensuring the availability of resource materials for teachers and professional services, including manuals and literature; Clearly defining enrollment procedures for students with disabilities, including specific criteria for evaluating their scores during enrollment in regular education; Organizing activities to foster better cooperation with parents of students with disabilities; Facilitating active communication and information sharing between primary and secondary schools.

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

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

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

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

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

Prior to the first training session, engage in direct communication with the athlete to gather information about their ability level and prior experience in the specific sport. It can be beneficial to involve the parents or caregiver during this conversation or have a separate discussion with them. Begin the training by assigning a task that you are confident the athlete can successfully accomplish, and gradually progress in small, incremental steps to assess their capabilities. During the initial sessions, closely observe not only the athlete's practical skills but also their social interactions and communication preferences.

