Project IDI4Sport n°101089892

WP3 – Experimentation

Leader: OKNM

Context of the project

IDI4Sport is a European project funded by the Erasmus+ Program of the European Commission. Coordinated by France Education international (FEI, France), it gathers 5 European countries and North Macedonia, an Erasmus+ associated country: the Portuguese Institute of Sport and Youth (IPDJ, Portugal), the University of Macedonia (UoM, Greece), the Olympic Committee of North Macedonia (OCNM, North Macedonia), the International Sports and Culture Association (ISCA, Denmark), the Institute "España se Mueve" (IEsM, Spain), the Institut National Supérieur de Formation et de Recherche pour l'Education des jeunes Handicapés et les Enseignements Inclusifs (INSEI, France).

It aims to develop sport participation of children with disabilities against the backdrop of the 2024 Olympic and Paralympic Games (OPG). It is designed to promote social inclusion, increase the participation of youngsters with disabilities aged 10-20 in sport activities within and outside schools and reduce the difficulties they face. It also seeks to create inclusive environments that promote equity and equality. The project specifically targets teachers, sports educators, students, and young people within and outside schools.

The objectives are to:

- Help the formal and non-formal sectors to work together and promote collaboration between schools, youth workers, health professionals and sports organizations.
- Increase the participation of adults and young people in sport and improve their health and well-being.
- Improve the accessibility and attractiveness of health facilities for youth.
- To make young people aware that sport can foster teamwork, intercultural learning, and a sense of responsibility.
- To develop a common sense of belonging to the European Union among young people.

The main idea of the project is to observe and compare, at European level, the practice of sport for young people with disabilities and the practical adaptations put in place. The best experiences will be modelled to create an adapted training pathway, which will aim at raising awareness and training teachers and sport educators. The project brings together actors from formal and non-formal education: teachers, within the school, sports clubs, and associations. European qualitative and quantitative indicators will then be created on the accessibility and development of sports for the young people concerned.

After the collection of resources and creation of a database and development of a systemic training pathway for teachers and sport trainers based on the good practices collected, **the third package aims to experiment the developed pathway in the partner countries.**

Activity and deliverable	Status	Due date
D3.1 Experimentation's methodology and protocol		29/02/2024
Participant's recruitment		11/2023 - 01/2024
Experimentation phase		01/2024 - 06/2024
D3.2 Report of the activities implemented		30/09/2024

Objectives of the WP3: Experimentation (M10-M21)

This work package aims to experiment on young people the training pathway created for teachers and sports trainers in WP2. The experimentation consists in:

- The redaction of a protocol defining the parameters under which each phase of the experimentation is most likely to succeed from the recruitment of participants and training of teachers and sports trainers to its implementation in schools and sports clubs. The protocol is link to the training pathway and the evaluation. The protocol can and will be adapted to the different facilities and national specificities of each country.
- The training of teachers, sports trainers, involved staff. Several training sessions will be organized in each partner country.
- The implementations of activities in the participating schools and sports clubs. Several activities will be conducted with the pupils related to the Olympic and Paralympic Games of Paris 2024, among them the "relay race" by all participants: as the project will start on January 2023, there will be approximately 500 days left until the Games during which the young people will run sections throughout Europe until the marathon deadline. All the cumulated kilometres will be added up to reach the 500 kilometres corresponding to the number of remaining days between Day 1 and the marathon.
- The training pathway created in WP2 will be tested on a selected sample of schools or sports clubs. To be cost-effective, the strategy chosen by the partnership is to focus on a small number in each country.

Target group:

4 schools or sports clubs in each partner country (24 schools or sports clubs in total)

3 classes per schools or sports clubs in each partner country (72 classes in total)

2 to 3 teachers in every school, sports club (144 to 216 teachers in total)

Around 3 000 pupils (15 on average in each class – 2 160 to 3 240 in total) Age 10-20 years old

Activities:

T1: Experimentation methodology and protocol: Design of the methodology and protocol as guidelines describing the parameters for teachers' recruitment and training. The document will provide a holistic view of the experimentation (different phases, timeline, responsibility, and benchmarks)

T2: Recruitment and training of participants: Selection of schools, sports clubs, educators, participating educational staff and children. Organization of several training sessions for teachers and sports trainers

T3: Implementation of activities with the children by the teachers and trainers in schools and sports clubs. Observation and interviewing of participants and Registration of outcomes of intervention.

Overview of timeline

Experimentation methodology and protocol: September 2023- February 2024 (end of December)

Recruitment and training of participants: November 2023-January/March 2024

Implementation Phase: January/ March 2024- June 2024

Report on activities: June 2024- September 2024

T1: Methodology and Protocol for Teachers' Recruitment and Training

Introduction: This document serves as guidelines outlining the parameters for the recruitment and training of teachers. It provides an overview of the experimentation process, including its various phases, timeline, responsibilities, and benchmarks. This work package is aimed at testing the training pathway developed for teachers and sports trainers in WP2 on young people.

Experimentation Overview: The experimentation involves several key components:

Protocol Development:

This protocol should serve as a comprehensive guide for conducting the Experimentation Phase of Project IDI4Sport, ensuring that the training pathway developed aligns with the project's objectives and principles. It also enables consistency and comparability across partner countries while respecting their unique national contexts. The first step is to create a **protocol** that defines the optimal conditions for each phase of the experimentation. This includes the *recruitment of participants, the training of teachers and sports trainers, and the subsequent implementation in schools and sports clubs*. The protocol is closely linked to the training pathway and the evaluation process. *It is flexible and can be adapted to accommodate different facilities and national*

specificities in each partner country. This protocol should serve as a **roadmap for the entire experimentation process, ensuring clarity, consistency, and effective coordination among all stakeholders**. It provides the necessary guidance to carry out the experimentation successfully while allowing for adaptability to specific country contexts.

Selection criteria:

In order to enhance the likelihood of selecting schools or sport clubs that are well-prepared and committed to creating an inclusive environment for youth with disabilities, consider the following additional criteria:

Inclusive Curriculum:

- Assess the curriculum of schools to ensure it is inclusive and accommodates the needs of students with disabilities.
- Ensure the support in integrating our program in their curriculum.

Student Population Size:

- Consider the size of the student population with disabilities. A larger group may indicate a more established support system and a greater level of experience in integration.

Inclusive Extracurricular Activities:

- Evaluate the inclusivity of extracurricular activities. Schools or clubs that actively involve students with disabilities in sports and other activities may be more prepared for integration efforts.

Training and Resources:

- Ensure that there is a great level of interest and support by staff members on receiving proper training on inclusive education and working with individuals with disabilities.

Parental and Support:

- Ensure support from parents and obtain consent for their children's involvement (through teachers)

Commitment to Continuous Improvement:

- Look for institutions that demonstrate a commitment to ongoing improvement in their integration efforts.
- Assess their willingness to adapt and implement best practices in inclusive education.

Infrastructure and Accessibility:

- Evaluate the physical infrastructure of the schools or clubs to ensure they are accessible to individuals with different types of disabilities.

Legal Compliance:

- Ensure that the selected institutions comply with relevant disability rights and inclusion laws and regulations.
- Consider the possibility to establish clear and formal agreements with local educational authorities and sports organizations to outline the scope of collaboration, responsibilities, and expectations.

Our recommendation is not only to **select institutions with youth with disabilities but to choose those that actively work towards creating an inclusive and supportive environment for all students.** This involves factors beyond just the presence of students with disabilities, such as a commitment to inclusion, ongoing training, and a positive school or club culture.

Mandatory 4 institutions per partner organization (Preferably two formal and two informal entities)

Criteria Selection of Educators and Educational Staff:

Experience in Inclusive Education:

- Select educators who have previous experience or a strong interest in inclusive education. Experience in working with students with disabilities or diverse learning needs is valuable.

Understanding of Different Learning Styles:

- Look for educators who demonstrate an understanding of different learning styles and can adapt teaching methods to cater to the diverse needs of students.

Commitment to Professional Development:

- Choose educators who show a commitment to continuous professional development and are enthusiastic about acquiring new skills and knowledge through training.

Collaborative and Team-Oriented:

- Assess the ability of educators to collaborate with colleagues, sports trainers, and other staff members. A team-oriented approach is essential for successful integration efforts.
- Prioritize educators with strong communication skills, as effective communication is crucial for collaboration with other staff members, parents, and students.

Availability for Training and Implementation:

- Ensure that selected educators have the availability to participate in the required training and can commit to the implementation phase of the initiative.

Training Program for Teachers and Staff (January- February):

The process of organizing training sessions for teachers, sports trainers, and relevant staff across partner countries is crucial for the success of the experimentation.

Training Session Objectives and Format:

- Know the theoretical, factual, and legal framework based on international conventions, recommendations and international instruments relating to sport for people with disabilities, which meets trends, international policies on the matter, with a special focus on those within Europe, of the European Union and the public policies of the Project's partner countries.

- Understand the role and the importance of practicing sports for people with disabilities.

- Promote the experimentation of the most diverse sporting activities specific and/or adapted for people with disabilities.

- Know the theoretical and practical bases of implementing inclusive physical and sport activities.

- Promote the sharing of knowledge and practices, contributing to the improvement of diversification of inclusive activities.

- Reflect on the barriers and facilitators to practicing sports, as well as the importance of collaboration between sectors in promoting inclusion in and through sport.

1. Theoretical Framework about: Sport, Disability & Inclusion
2. Legal Framework for sport for people with disabilities
3. System and Models of Organizational Structure of Sport for People with Disabilities.
4. Eligibility and Sports Classification
5. Adapted Sport and/or Specific Sport for People with Disabilities
6. Inclusive Sport
7. Resources (Human & Techniques)
8. Barriers, Facilitators & Cooperation
9. Good practices for the development of inclusive sport

Optimal format for trainings sessions is minimum **2 trainings.** The appropriate number of hours for each training session is minimum 1 hour balancing the need for comprehensive content with the participants' capacity to absorb information, both theory and practice.

Face-to-Face vs. Off-Site Training:

- If the training sessions will be conducted face-to-face or off-site, will be decided by each partner organization.

Training Format (Compulsory or Optional Activities):

- Outline the training format, specifying whether certain activities within the training are compulsory or optional.
- Prepare training materials, including manuals, presentations, and best practices/practical exercises.

Feedback Mechanisms:

- Have clear feedback mechanisms for participants to provide input on the effectiveness of the training sessions, allowing for continuous improvement. Evaluate the success of the training program, considering both participant feedback and observed outcomes in the application of newly acquired knowledge and skills. Provided by ISCA prior to trainings.

Experimentation phase (March-June)

The experimentation phase will commence once the chosen educational staff members have undergone training on the developed training pathways and have been equipped with didactic materials, as well as best practices for exercises in inclusion that they can seamlessly integrate into their work. Over a four-month period, testing will occur, with a minimum of two hours per month per institution, whether it be a formal educational establishment or a sports club. During these sessions, the educational staff will have the chance to assess the effectiveness and feasibility of the devised training pathway, providing feedback for potential amendments or adaptations as necessary.