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INCLUSION AND DISABILITIES IN AND THROUGH SPORT

Best Practice #1 - Portugal

IPDJ – Instituto Português do Desporto e
Juventude

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Meaningful Sport

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

Disability; Education; Inclusion; Sport; Technical and pedagogical resources; Initial and continuous teacher/technicians training; intervention programs

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.

The *Desporto Com Sentido* [Meaningful Sport Project] is a nationwide project, which aims to promote the inclusion of children and young people in schools and in the community through sports, with a strong awareness of the educational and sports sectors to increase the participation rates of children and young people with disabilities.

Therefore, its target involves all children and young people regardless of their type of disability, age and/or gender, as well as children and young people without disabilities, based on the assumption that to promote inclusion it is necessary to work with everyone and for all.

PARLIAMENT

Law no. 38/2004 dated 18 August, Defines the general bases of the legal system for prevention, habilitation, rehabilitation, and participation of people with disability.

Article 2 - Concept

A disability person is considered as being one who, because of loss or irregularity, whether congenital or acquired, of bodily functions or

structures, including psychological functions, has specific difficulties that are likely, in combination with environmental factors, to limit or hinder activity and participation under equal conditions with others.

2. Organization & Reference

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

APCAS – Associação De Paralisia Cerebral De Almada Seixal [Almada Seixal Cerebral Palsy Association]

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Social media: <https://www.facebook.com/apcas> |

https://www.instagram.com/apcas_paralisia/

APCAS was formally constituted on 12 January 2011 and is recognized as a non-governmental organization. It's an institution particular social solidarity [IPSS] whose objectives are centered on the prevention, qualification, participation, social inclusion, and support of people with cerebral palsy and their families, related neurological conditions, and others.

APCAS guides its intervention in the different domains of the sphere of action, by proactive advocacy for the inclusion of all people with disabilities, in particular with cerebral palsy and related neurological conditions with locomotor impairment. APCAS presents a fertile activity in social and

sporting activities and seeks to position as local, regional, and national reference in relation to the capacity to respond to people with disabilities, their families, and partners in the community.

The realization of projects that cover different layers of society, from a perspective of achieving values of citizenship in its fullness, appear as a step forward in inclusion, in a society truly for all. With a work aimed at everyone, because when we talk about inclusion, we talk about working with everyone and not just with some, focuses on the development of projects that promote equal opportunities, with activities with a strong impact on the community, from training, awareness, interventions in the context, transfer of materials, among other activities.

APCAS is also known as a great community partner, establishing connections both locally and in a remote manner, according to general demand.

Key activities:

- Supporting the social inclusion of persons with disabilities and their families;
- Promotion and dissemination of adapted physical activity in community structures;
- Implementation of sports programs targeted for persons with disabilities, that promote the regular practice of physical activity;
- Dissemination of pedagogical models that promote the participation and social inclusion of students with or without disabilities in the school community;

- Technical support to teachers and other professionals regarding the implementation of inclusion strategies;
- Mobilization of resources towards the development of several projects targeted at promoting the practice of physical activity throughout the lifespan;
- Planning activities to share intergenerational skills;
- Development of programs and projects to increase the autonomy of persons with disabilities;
- Development of pedagogical tools, namely in the sports and citizenship domains, intended for teachers, sport technicians, families and persons with disabilities;
- Implementation of psychomotor development projects, focused on child's play and early intervention;
- Implementation of volunteering programs for youths and elderly people;
- Promotion and dissemination of the Adapted Sports Resource Centre as well the technology device;

Development of activities at local, regional, national, European (ERASMUS Projects) and Internationally "Cape Verde, Africa - Portuguese Speaking African Countries (PALOP), Community of Portuguese Speaking Countries (CPLP)".

So, APCAS have a longitudinal work that seeks intervene in different population groups, from the people with disabilities to the students, seniors, teachers, trainers, families, etc.

APCAS currently develops projects at regional, national, and international levels. Support more than 150 families and, since 2013, developed activities involving: 93 431 students, 10 674 young people with disabilities, 9 871

professionals, 4 186 seniors and 15 136 family members/ volunteers. It has a network of more than 1000 associates.

3. Formal/Informal

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

The setting refers to formal as well as informal education. In the context of formal education, it targets both initial training and graduation via Higher University Education (Licentiate, Post-Graduate and Masters) and certified continuous training for teachers.

1. Formal Education

1.1. Initial formation Initial training in higher education is provided through university or polytechnic institutions.

1.2. Continuing Teacher Training: The Statute of the Teaching Career assumes the training of teachers as a right to exercise the educational function (Point 1 of article 6), through the attendance of training actions with the aim of recycling and deepening the knowledge and skills acquired with their Initial formation. However, this right acquires a mandatory nature within the scope of performance evaluation and the progression of the teaching career.

2. Informal Education

Informal Education is intended for the non-academic training of professionals from different professional sectors who wish to acquire skills that are intended to intervene as sports agents (Managers,

Coaches, Referees, Classifiers, Technical Assistants, Volunteers, Management of Sports

The *Meaningful Sport* project includes a collection of 21 books about inclusive sport, distributed across all schools in Portugal, in order to support physical education teachers in their classes. To this end, in partnership with the Ministry of Education, 20 sports of relevance in the educational and sporting panorama were contemplated and, subsequently, were developed strategies for inclusion in these sports.

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 *Meaningful Sport* Project is promoted by Almada Seixal Cerebral Palsy Association [APCAS], with the Directorate-General for Education as partners [DGE], the Seixal City Council [CMS] and the Faculty of Human Motricity [FMH].

This project aims to promote the inclusion of children and young people in schools and in the community through sports, with a strong awareness in educational and sporting domains, in order to increase participation rates of children and young people with disabilities, as well as contributing to changing educational and sports policies.

In this way, it focuses on the production of tools necessary for the inclusion by sport, consisting of different components:

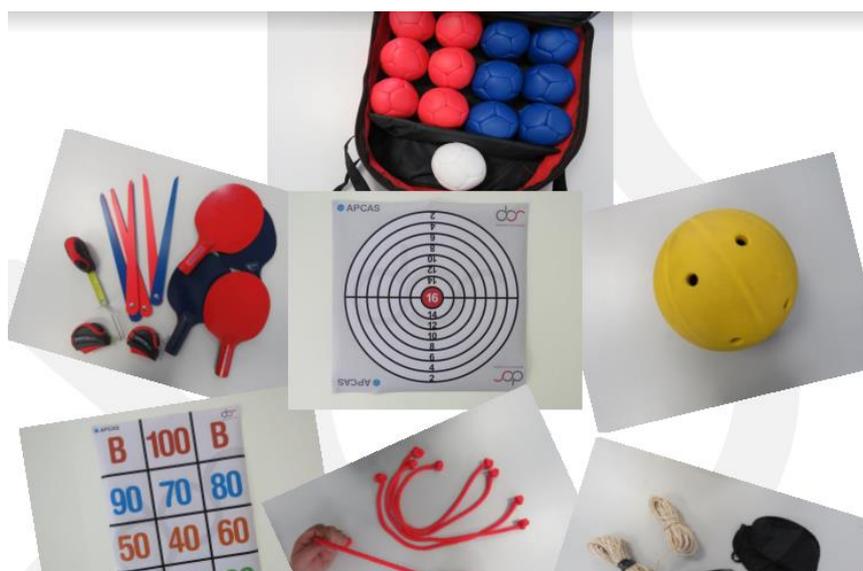
- design of a generalist adapted sports manual and 20 specific manuals of various adapted sports as priorities in the national sporting policy: Handball, Athletics, Boccia, Canoeing, Cycling, Dance, Equestrian, Football, Goalball, Traditional Sport and Games (TSG), Amateur Wrestling, Swimming, Orienteering, Rugby, Wheelchair slalom, Surfing, Tennis, Table tennis, Sailing and Volleyball. The elaboration of this collection involved 58 authors and 42 collaborators (between institutional and legal persons).



- creation of a Center for training in adapted sport, in the sense of providing training for teachers and sport technicians from different areas of sport, young students and other interested. In this component, 16 training courses were carried out: 5 for technicians/students, 1 for technicians, 2 for students and 8 for teachers. Training was centered on different activities: Sitting Volleyball, Paracycling, Equestrian, Table tennis, Orienteering, Boccia, Wheelchair Slalom, Swimming and Goalball.



- Didactic and pedagogical materials was distributed in the form of basic kit for adapted sports practice, with resources from different sports to be provided to schools and/or training centers. Each kit of material includes: a set of balls to practice the modality of Boccia, a refereeing kit for the sport of Boccia, a Goalball ball, sales for the practice of Goalball, sisal yarn for marking the Goalball field, a guide for blind athletes in athletics competitions and two screens with didactic games (target and donkey game).



- development of the *Todos em Jogo* [All in Game] e-learning platform, available at www.desportocomsentido.org, with a view to disseminating the products and expanding the network of interested parties and partners. (note: currently under maintenance)



- development of specific awareness-raising and volunteering actions with a strong impact in different contexts, alerting to the need for sporting practice is intended for everyone, without exclusions. This awareness actions involve different activities, like: Boccia, Wheelchair slalom, sitting volleyball, Goalball, Cycling (hand bike and tandem) and Wheelchair Handball. The scope of these actions was further enhanced by participation in events promoted by entities such as the Portuguese Paralympic Committee, the Benfica Foundation, School Sports and different Municipalities. In overall appreciation, 100% of those responsible considered themselves very satisfied and would recommend the action.



The *Meaningful Sport* Project make its contribution, training, informing and increasing skills in those who, in their different places and contexts of intervention, as professionals or citizens, can implement and develop good sport practices for all.

In total, 5200 Collections were distributed in different contexts: Municipalities; 2nd and 3rd cycle schools, Secondary Education and Vocational Education; Disability Units at School; Reference Schools for Blind and Deaf Students; Resource Centers for Inclusion; Higher Education Institutions; Federations of the respective sports; Clubs with development in adapted sport; CPLP countries; over 16 countries worldwide.

Throughout the project, the following were involved: 3230 students, of which 421 had disability; 662 Teachers/ technicians; 456 Volunteers/family members.

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.

Every APCAS project is based on the interests and needs of people with disabilities and their families, as well as the community where they are inserted, and it is based on this survey that future actions are determined, adapting the current and responding more and better to the community – both in its conception and in its implementation, the *Meaningful Sport* project was no exception.

Through the elaboration of scarce sports tools in Portugal, this project allowed the development of national sports culture in an integrating perspective of sport, health, and education, having a strong impact in national policies and in the dissemination of good practices, essential to the creation of opportunities for equal access to sports that will be reflected in the improvement of quality of life and well-being satisfaction of these citizens. This is because, at educating for sport in an integrative and transversal perspective, alerts to the social responsibility to include and invest in adapted sport, as a tool developmental and inclusive in a variety of contexts (therapy, education, recreational and leisure, "grassroot sport and High Performance and Paralympics), which makes it possible to ensure that people with disabilities participate actively and on equal terms.

In this way, it implies the existence of a collaborative work network, multidisciplinary as well as cross-sectoral approach, with a view to assessing the best intervention strategies, research, innovation, and technical-scientific development with a view to combating weak sports development and the improvement of educational and sports policies. In fact, the convergence of synergies based on the scientific and technical

quality was fundamental, guaranteeing the quality of products achieved and contemplating a strong community impact at national level.

Given the importance of sports for the holistic development of individual, this becomes a way of access par excellence to activities of socialization, personal development and inclusion of minorities, and the creation of tools that allow teachers, technicians, families, and the community in general to access to such activities, namely in terms of adapted sport. The appreciation of a longitudinal approach to sport enables individuals with disabilities to enhance their abilities and allows them to promote, from an early age, the well-being and quality of life of individuals, considering an approach that is as close to the individual's context as possible (school, family, clubs, health centre, municipalities, among others), contemplating all niches of the community.

This is because the promotion of adapted sport will be one of the ways to make the difference between counting on people who assume themselves as citizens with full rights, who want, demand, and decide about their lives; or people who surrender, because they never were called to participate. Thus, it will be an important contribution to providing this segment of the population, the opportunity to look after their own health by practicing sport.

Is not only about sport, is about being person!

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.

As previously mentioned, the target of this project are children and young people with and without disabilities, teachers, technicians, volunteers, and family members. Were involved throughout the project: 3230 students, of which 421 had disabilities; 662 teachers/ technicians; 456 volunteers/family members.

In addition, the design of the manuals of the *Meaningful Sport* Project collection involved individual persons and organizations, from the academic world, as well as from the educational and club world, in a total of 58 authors and 42 collaborators. In terms of strategic partnerships, the entities involved in the implementation and dissemination of the project were vast, essentially from: municipalities, schools, sports clubs, health entities, higher education institutions, sports associations, among others Organizations that make up the Third Sector or the Social Economy that include Sport and activity in their corporate purpose: a) Cooperatives; b) Mutual associations; c) Mercies; d) Foundations; e) Private institutions of social solidarity not covered by the previous paragraphs; f) Associations with altruistic purposes that operate in the cultural, recreational, sports and local development fields; g) Entities covered by the community and self-managed subsectors, integrated under the terms of the Constitution in the cooperative and social sector; h) Other entities endowed with legal personality, which respect the guiding principles of the social economy.

It should also be noted that a total of 5200 collections were distributed in different contexts: Municipalities; 2nd and 3rd cycle schools, Secondary Education and Vocational Education; Disability Units at School; Reference Schools for Blind and Deaf Students; Resource Centres for Inclusion; Higher Education Institutions; Federations of the respective sports; Clubs with development in adapted sport; internationally (five geographical sports regions), as well as in eight Member States of the Community of Portuguese Speaking Countries (CPLP), Brazil (Region of America), Angola, Cape Verde, Guinea-Bissau, Mozambique and São Tomé and Príncipe (Africa Region),

Portugal (Europe Region) and Timor-Leste (Oceania/Pacific Region). And, in the Macao Special Administrative Region (Asia Region), and over 16 countries worldwide.

Regarding the coordination, management, and implementation team of the project, it was composed of consultants and reviewers such as Dr. Jorge Vilela de Carvalho and Prof. Leonor Moniz Pereira; a senior sports coach; a sport technician; a teacher; and two psychomotor therapists - with differentiated and articulated roles in favour of the continuation of the project.

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.

It is estimated that 15% of the world's population has a disability, being considered the largest minority in the world (WHO, 2011; EU InSport, 2021 - Cerebral Palsy Association of Almada Seixal (APCAS). The European Sport Model for Inclusion, The InSport project: Sport Inclusion – Full Participation in Sport by Persons with Disabilities is co-funded by the European Union (EU) under the Erasmus + program and ran from January 2018 to June 2020 (<https://in-sport.eu/>), with 1 in 6 people in the European Union having a disability – around 80 million people with disabilities in Europe.

According to the European Disability Strategy around 80 million persons with disabilities in Europe and measures are needed to promote a more

inclusive society and to combat the barriers imposed on people with disabilities.

Portugal ratified the Convention on the Rights of Persons with Disabilities, whose principles are centered on (Article 3 – General principles) (United Nations, 2006): Respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons; Non-discrimination; Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; Equality of opportunity; Accessibility; Equality between men and women; Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Sport is an integral part of the context of all individuals and the Convention on the Rights of Persons with Disabilities, in its art. 30.⁹ and its different dimensions and specificities are addressed in the White Paper on Sport, but segregation and the lack of equal opportunities in the participation of people with disabilities in sport continue to be a reality recognized by the EU and the Member States.

The progress report indicates that, as the European population ages, the number of people with disabilities tends to increase. So, full access and participation in recreational and sport activities is one of the EU’s areas of action under the European Disability Strategy. In Portugal, about 65% of the population aged 15 and over do not practice any physical exercise, and a third of all deaths are caused by behavioural risk factors, insufficient physical activity (National Institute of Statistics, 2020).

In the national and European strategy for the inclusion of people with disabilities, sport is an integral part. The European strategy on the rights of people with disabilities 2021-2030 defines as a strategic axis the

improvement in access to art and culture, leisure, sport, and tourism, emphasizing the importance of raising awareness of the inclusion of people with disabilities. Also in its strategic axis 7, the national strategy for the inclusion of people with disabilities 2021-2025 defines as a general objective the promotion of sports practice at all ages.

These aspects are also part of the Sustainable Development Goals with regard to people with disabilities, noting that it should “Ensure responsible, inclusive, participatory and representative decision-making at all levels”, where the 2030 Agenda states that sport contributes significantly to achieve the Sustainable Development Goals, recognizing it’s as a facilitator for the promotion of sustainable development, peace, tolerance and empowerment of the vulnerable population, including people with disabilities and women.

At a national level, the Basic Law for Sport (Act 23/2007 of July 4, amended by Act 29/2012 of August 9) and the inclusive education system (Decree-Law 54/2008) are also drivers of projects like this one, in the sense of allowing the implementation of methodologies and strategies that put into practice what is recommended in the different diplomas. Studies indicate that in the school, sports and leisure context there are several barriers to the participation of people with disabilities, however these are essential domains in promoting functionality, quality of life and inclusion of people with disabilities.

National Legislation

Accessibility - People with Disabilities

Convention on the Rights of Persons with Disabilities

- Resolution of the Assembly of the Republic No. 56/2009 o Approves the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30th, 2007. with disabilities participate, on equal terms with others, in recreational, sports and leisure activities.
- Resolution of the Assembly of the Republic No. 57/2009 o Approves the Optional Protocol to the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30^h, 2007.
- Decree of the President of the Republic No. 71/2009 o Ratifies the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30, 2007.
- Decree of the President of the Republic No. 72/2009 o Ratifies the Optional Protocol to the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30th, 2007. Discrimination based on disability.
- Law No. 46/2006, of August 28th It prohibits and punishes discrimination based on disability and the existence of an aggravated health risk.
- Decree-Law No. 34/2007, of February 15th Regulates Law No. 46/2006, of 28th August, which aims to prevent and prohibit discrimination on grounds of disability and aggravated health risk. National Strategy for Disability (ENDE) 2011 - 2013
- Resolution of the Council of Ministers No. 97/2010 o Approves the National Disability Strategy (ENDE) – 2011–2013. V. Measure 75 – “Support the preparation and participation of high-performance athletes and the national team in the Paralympic Games, to be held in 2012, in the city of

London” – Axis No. 3 – “Autonomy and quality of life”. Basic Law for the Prevention and Rehabilitation and Integration of People with Disabilities

- Law No. 38/2004, of August 18th o Defines the general bases of the legal framework for the prevention, qualification, rehabilitation, and participation of people with disabilities. Repeals Law No. 9/89, of May 2nd. People with Disabilities accompanied by «Guide Dogs».

- Decree-Law No. 74/2007, of March 27th o Establishes the right of accessibility for people with disabilities accompanied by “guide dogs” to places, transport, and establishments with public access, as well as the conditions to which these animals are subject. Repeals Decree-Law No. 118/99, of April 14. People with Disabled Mobility

- Decree-Law No. 163/2006, of August 8th o Approves the regime of accessibility to buildings and establishments that receive the public, public roads, and residential buildings, revoking Decree-Law no. 123/97, of 22nd May

- Decree-Law No. 123/97, of May 22nd o Mandates the adoption of technical standards for the elimination of architectural barriers in public buildings, collective facilities, and public roads to improve accessibility for people with disabilities.

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.

The *Meaningful Sport* Project makes its contribution, training, informing, and increasing skills in all those who, in their places of intervention, as professionals or citizens, can implement good sports practice for all. With a view to contributing to a more productive country and full citizenship for most citizens, it is vital to invest upstream so as not to spend twice as much downstream.

Thus, when designing the collection of Meaningful Sport manuals, a generalist adapted sport manual was envisaged, introducing the theme and the aspects inherent to it, such as accessibilities and adaptation strategies in its different individual and group components, namely , contemplating the global analysis of the task and the components that affect it, in order to allow a deep understanding about the possible strategic components to be applied, such as changes in context, communication, materials and rules.

After this general introduction, the remaining 20 manuals propose, for their different modalities, the possibilities of pedagogical differentiation and the inclusion of adaptation strategies for working with mixed groups and for inclusion with children and young people with different types of disabilities. Effectively, for this sport it is essential that professionals consider the need to pay attention to individual adaptations according to the physical and psychological condition of the individual, as well as adaptations to the level of complexity of the task and the context, with the aim of provide the individual with optimal participation and independent performance.

In addition to developing knowledge, specific material was provided, which often limited the work of professionals, accompanied by specific training to raise awareness, and provide practical tools for direct implementation at school. The implementation of the e-learning platform also enabled the

differentiation of knowledge and a greater approach to the different actors in the community (currently under maintenance).

Safety considerations are always present and are an integral part of the systems, methods, and techniques of inclusion, as well as of the adaptation processes, since in the practice of sport and physical activity, the safety of the participants, as well as the technical team and volunteers, must be safeguarded of each and every participant and, in case of functional limitations, prevention, safety and non-aggravation of pathologies are present. The training of human resources, namely sports technical assistants and volunteers, takes safety issues into account. The use of assistive devices, equipment and the entire intervention context safeguards safety conditions.

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 *Meaningful Sport* project was one of the pioneers in the path that APCAS is taking to consolidate itself as a "service point" for inclusive sport, to stimulate and support the development and promotion of physical activity and inclusive sport, contemplating different dimensions.

As a way of promoting sport and physical activity at a grassroots level and propagating opportunities longitudinally and transversally, it is important

to combat three of the biggest barriers to this process: lack of specific materials or the fact that they are expensive, lack of training and information in the matter and the community awareness.

When we talk about promoting inclusion in and through sport, we must talk about creating the conditions for access and participation in all sporting activities – but for that, the community must be aware of the resources, publicize and demystify issues inherent in the promotion of inclusive sport.

The *Meaningful Sport* project contributes to the minimization of these barriers and innovated significantly, making an enormous contribution to the creation of knowledge in a practical and simple way as a facilitator of the inclusion of children and young people with disabilities. In this way, it is intended to share and transfer good practices of social inclusion from and through sport to all, contributing to equity of participation respecting the principles of each member state, thus moving towards a positive influence of European policies, priorities, and practices.

As we said before, when designing the collection of *Meaningful Sport* manuals, a generalist adapted sport manual was envisaged, introducing the theme and the aspects inherent to it, such as accessibilities and adaptation strategies in its different individual and group components, namely, contemplating the global analysis of the task and the components that affect it, in order to allow a deep understanding about the possible strategic components to be applied, such as changes in context, communication, materials and rules.

After this general introduction, the remaining 20 manuals propose, for their different sports, the possibilities of pedagogical differentiation and the inclusion of adaptation strategies for working with mixed groups and for inclusion with children and young people with different types of disabilities. The collection consisted of 21 manuals that can be used separately, to

facilitate teachers in their use. The implementation of the e-learning platform also enabled the differentiation of knowledge and a greater approach to the different actors in the community (currently under maintenance).

Furthermore, this project innovates by developing products, practices and methods that promote social inclusion and equal opportunities for persons with disabilities with a view to enabling access to sport. Effectively, the *Meaningful Sport* take the first steps towards the future implementation of integrated actions promoting inclusive sport, encompassing - the Resources, which are important means and strategy to promote equal opportunities in access and participation for people with disabilities, namely, with the provision of specific materials for some activities that the school does not have; in Training, in the sense of enabling the promotion of actions in this area; and Awareness and development of concrete actions in the community.

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 first and true communication and collaboration strategy is the practice that leads to a change in attitudes and behavior and consequently leads people to believe that it is possible, whether they are health professionals, people with disabilities and their families, students without disabilities, educators, and teachers. Practice is the sine qua non condition that guides APCAS's intervention through the Service Point, like the experimentation and demonstration interventions in schools and in the community or even

the training of human resources is carried out in a context of real intervention with all the actors and resources.

It is important to work with the communities where we belong, to strengthen the connection between the human resources, encouraging and reinforcing these relations to defend the interests of vulnerable groups. Community connections are a power strategy, as union and organization are strength. This innovates and is enriched by the diversity of target group and establishing bridges between sectors, where everyone will have the role of contributing and sharing strategies and methods for the inclusion of persons within sport - because, often, there is a parallel but not integrated and complementary work.

Thus, considering that communication is an essential key to any practice, the project not only intends to create training tools and activity development strategies, but to reach the entire community.

Thus, for this project to be successful, it is important to promote rapprochement with the entire community. For the dissemination of the project, a dedicated communication plan was prepared, to effectively disseminate the objectives and actions of the project, as well as maximize its reach. The project's communication plan seeks to bring together the most appropriate means of communication for the dissemination and communication of the project to the target population, as well as to the community in general.

In this way, as a project, its communication plan and dissemination throughout the community will take into account circulation by all stakeholders related/interested in the final outcomes of the project - persons with disabilities, teachers, coaches, professionals, families, volunteers, etc. - national and international partner's channels, and all community.

Considering that the communication plan is intended to be widely disseminated by different target groups - from the project's target group, its stakeholders, policymakers, and society in general – the dissemination formats will be diversified and through the most various information channels, including media and nonmedia communication, namely:

- Publication of articles and news on all partner's communication channels, namely in social media accounts (Facebook, Instagram);
- Promotion of the project's activities at international and national conferences, seminars, symposiums, or workshops;
- Communication materials (brochures, posters, etc.);
- Challenge participants to publicize and share the project through their contact networks and contribute to the progressive improvement of the project and reach better and further with its target audience.

Effectively, social networks and technological means are the main tools in the dissemination of projects, national or European, it has potential for accessibility to the transversality of the population - so it is powerful intended that all information complies with accessibility standards - to promote equity in the participation of all the project's target audiences.

With regard to proximity communication when developing actions with the target audience, it is important that communication privileges between professionals, partners, families and the community, basic characteristics such as: establishing rules in communication, defining objectives and goals, transparency and openness, constant feedback and permanent, periodic reflection meetings, openness to new challenges and ideas, non-formal moments of sharing, promoting mutual help and communication, managing conflicts, balancing needs and interests and acting accordingly, among others that may be considered relevant in the sense of create proximity

and synergies that effectively promote the articulation of community responses with a view to inclusion.

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 implementation of the project was duly controlled, through the implementation of control measures. The evaluation was carried out based on qualitative and quantitative indicators, with a view to continuously monitoring the service, optimizing its resources, and mobilizing means and strategies to achieve and exceed objectives.

To ensure the effectiveness of the program, as well as to promote the sustainability and profitability of technical and financial performance, the strategic evaluation was carried out with qualitative and quantitative results, through the implementation of technical and financial indicators. Regarding technical performance indicators, they involve compliance with the: execution of project deliverables, number of participants involved by category, gender, and age (students with and without disabilities, people with disabilities, etc.), number of partner entities, number of materials purchased, satisfaction of about 85% of the participants/entities involved, dissemination of the actions developed (according to the typology of activities).

Thus, considering the different target audiences of the project, it was intended that its objectives and actions on diversified target audiences, but with the same objective – to promote more and better inclusive sport.

To carry out the evaluation, these are used as sources of Verification according to the nature of each action: attendance sheets/activity record/prints, meeting minutes, protocols for providing material/partnerships, satisfaction questionnaires, photographic records, prepared materials, publications on the website/email/social networks.

Effectively, the project will have a comprehensive management structure with clear lines to ensure quality results. Thus, in addition to the previously mentioned results, it should be noted that the evaluation showed that 99% of the participants in the training actions were satisfied/very satisfied and 1% was not completely satisfied due to the short duration of the courses and 100% of participants in the awareness actions found them useful and of great relevance.

Throughout the project, moments of reflection were also held, to promote continuous improvement, determine challenges and opportunities and outline future projects that suppress emerging needs and interests.

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 promotion of inclusive sport will be one of the ways to make the difference between counting on people who assume themselves as citizens with full rights, who want, demand, and decide about their lives; or people who surrender, because they never were called to participate. Thus, it will be an important contribution to providing this segment of the population, the opportunity to look after their own health by practicing sport.

Some advice that can be given to professionals are:

1. Professionals are always adapting – adapting to the abilities of persons with disabilities is no exception.
2. Adjust the activities to the characteristics of the participants (age, sex and functionality). The adaptations can be made using the TREE model: Teaching or Coaching Style; Rules and Regulations; Equipment; Environment.
3. Participants must have an active voice in their inclusion process. Discover the (im) possibilities and the desires with the athletes.
4. Consider the skills of practitioners. Value capabilities over disabilities.
5. Value practitioners' interests, needs and opinions.
6. Promote the variability of experiences and sports success. Be creative and flexible in finding solutions.
7. Promote synergies with different sectors (education, health, municipalities, etc.) and works in conjunction with the community. Find integrated and joint solutions.
8. Communicate with the family, proximity is fundamental.
9. Promote a sense of belonging to activities.

10. Seeks knowledge and tries new strategies. If it works, great, if it doesn't, try again.
11. Promote reverse inclusion.
12. Create friendly environments that promote inclusion, resorting to activities that lead to the participation of all.
13. Guarantee safety conditions when carrying out activities.
14. Always give positive feedback! Motivate them!
15. Share experiences with other professionals, reflect and challenge yourself!