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# **INCLUSION AND DISABILITIES IN AND THROUGH SPORT**

## **National Inclusive Sports Insights and Best Practices Report of Denmark**

**ISCA – International Sport and Culture Association**

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



## **Work Package 2 – Resources and modelling**

### **D2.1 Reports on national resources**

<b>Deliverable Title</b>	Reports on national resources
<b>Work package Title</b>	Resources and modelling
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## Methodology

### 1. How did the partner gather the information?

ISCA's best practice collection consisted of the following steps:

- Consultation with two Danish experts to understand the data space
- Desk research
- Drafting good practice descriptions
- Sharing drafts with good practice owners for feedback and asking for suggestions for additional practices

### 2. How were the organisations contacted? (If it is the case: online meeting, template shared etc.)

Consultations were made face-to-face. Organisations were contacted via email. On one occasion, a phone call with a proposed contact was set up.

### 3. What actions were implemented for the collection and the follow-up?

Please refer to the first point above.

### 4. What impediments or difficulties did the partners encounter?

One good practice owner never responded to the request for feedback.

## General information about inclusion in sports in Denmark

### 1. Youngsters (10 to 20 age old) with disabilities participating in sports.

Please state resources, data, figures (percentages of youngsters with disabilities participating in sports) with a brief overview of the data, and sources/references for that. Try to limit it to quantifiable data of participation of youngsters with disability in sport, if not possible refer to wider sources of information.

The most recent and authoritative study on this subject in Denmark is "Idræt for mennesker med funktionsnedsættelser i Danmark" ("Sport for people with disability in Denmark" by Maja Pilgaard, Karsten Elmoose-Østerlund, Zakarias Engell, Line Bilberg & Niels Anton Toftgård (2022)<sup>1</sup> from which we quote below.

The study is based on analyzes from 163,000 responses to a questionnaire survey among adult Danes (15+ years) in connection with the study 'Denmark in Movement'.

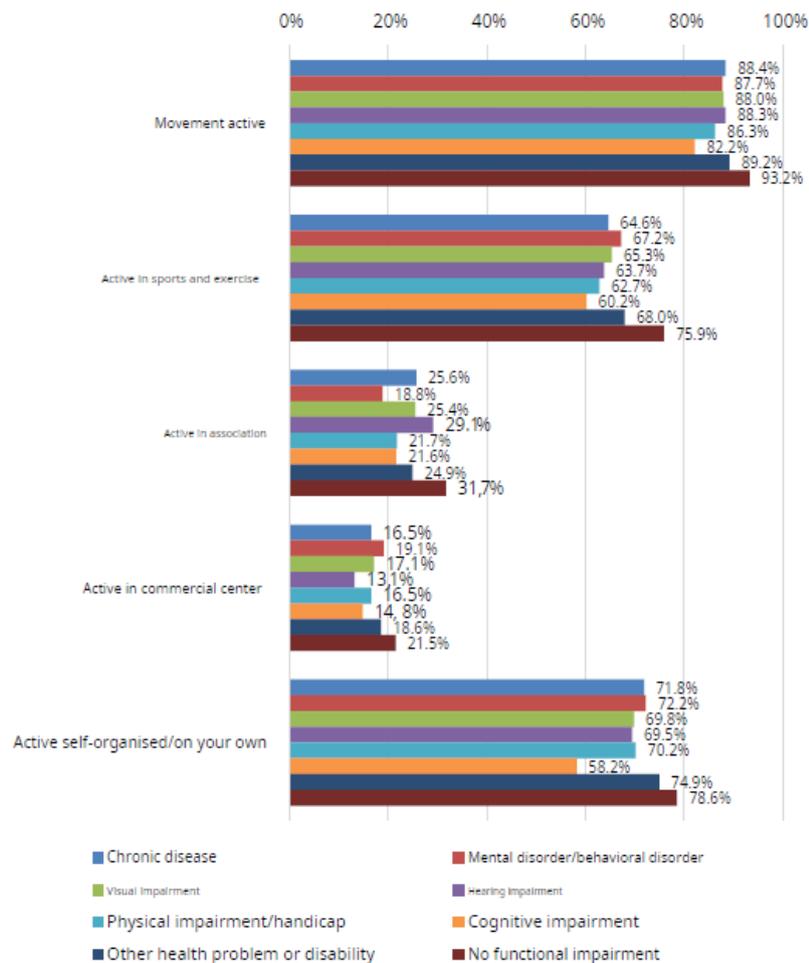
The analyzes show that 40.8 per cent of all adult Danes have a functional impairment, of which the three largest are: 1) chronic illness (19.2 per cent) 2) mental disorder/behavioral disorder (8.0 per cent) 3) physical functional impairment/handicap (7.0 per cent). Just over a quarter (27.0 per cent) of people with a functional impairment experience a high or very high degree of inhibition in relation to being physically active in their free time. The degree of inhibition is greatest among people with a physical impairment/handicap (47.3 per cent) and a cognitive impairment (46.8 per cent).

There is consistently a lower proportion of people with a functional impairment who are physically active in general and active at least once a week compared to people without a functional impairment. Especially among people with a cognitive impairment, participation is lower. This difference is particularly pronounced when it comes to self-organized sports, of which 58.2 per cent. of people with a cognitive impairment are active in, against 78.6 per cent among people without a disability.

<sup>1</sup> <https://www.idan.dk/udgivelser/idraet-for-mennesker-med-funktionsnedsaettelser-i-danmark/> (Pilgaard et al (2022), Idræt for mennesker med funktionsnedsættelser i Danmark, ISBN 978-87-93784-77-2 (pdf)

It is also worth noting that although the proportion of people who do (non-profit) club sports is generally higher than the proportion who do their activity in a commercial center, this is not the case for people with a mental disorder/behavioral disorder. Here, 18.8 per cent active in an association/ sport club, while 19.1 per cent are active in a commercial center (see figure 1.7 below).

Figure 1.7. Participation in movement activities and forms of organization (at least once a week) broken down by type of disability

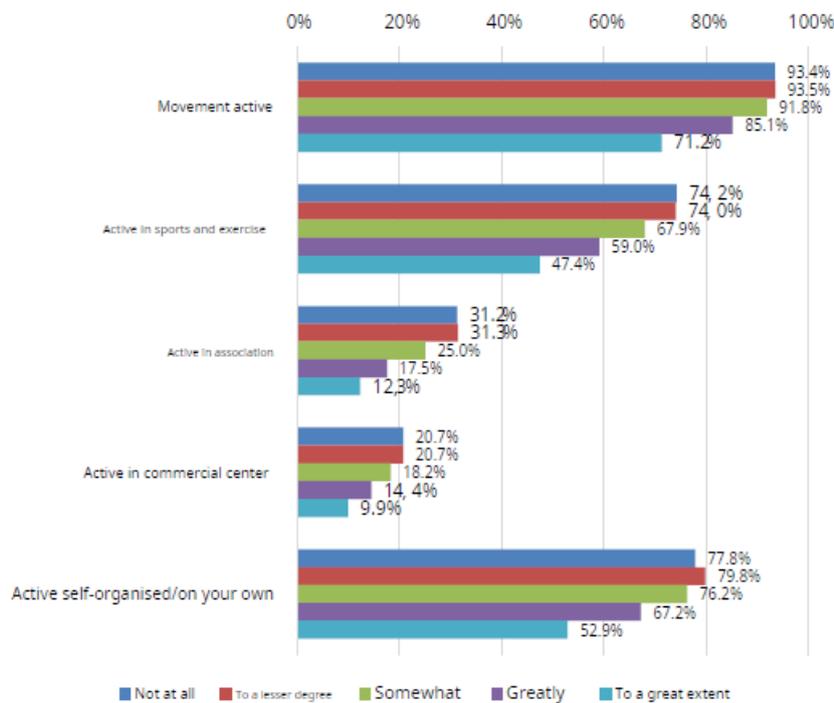


The graph shows that while there is a difference in the importance of the individual types of impairment for participation in the various forms of movement and organization, there is a clearer correlation with the degree of inhibition: the greater the perceived degree of inhibition in relation to being physically active in leisure time, the lower the participation.

There is almost no difference in the movement habits between people who 'do not' experience inhibition at all and people who 'to a lesser extent' experience this. In

contrast, participation is markedly lower among people who 'to a high degree' or 'to a very high degree' experience inhibition. For example, 47.1 per cent of people with a very high degree of inhibition active in sports and exercise against 74.2 per cent among persons who are not impaired at all. Correspondingly, the participation in association activities and in commercial centers is, respectively, 12.3 per cent and 9.9 per cent for people who experience a very high degree of inhibition while it is on or 31.2 per cent and 20.7 per cent for people who are not disabled at all (see figure 1.8).

Figure 1.8. Participation in movement activities and various forms of organization (at least once a week) divided by perceived degree of inhibition



While people with a functional impairment are generally less physically active than people without a functional impairment, the picture is more nuanced when we look at participation divided into fifteen different activity types. Here, a picture emerges of a number of movement activities in which people with a functional impairment are predominantly somewhat less active, including running, team ball games and other ball games. In contrast, people with a functional impairment are predominantly more active in outdoor activities and retraining and rehabilitation, while participation is also higher for many types of functional impairment in mental training and flexibility/stability training, gymnastics and activities in water.

Finally, there are some significant differences for the individual disability types that are worth mentioning. For example, among people with a physical impairment/handicap, there only 6.9 per cent. which are engaging in running, against 30.2 per cent. among people without a disability. It is also among people with a physical impairment/handicap that we find the lowest participation in team ball games (2.4 per cent against 10.2 per cent among people without a disability). We find the lowest participation in other ball games among people with a mental disorder/behavioral disorder (5.0 per cent against 10.4 per cent among people without a disability). Conversely, it is among people with a mental disorder/behavioral disorder that we find the highest proportion who engage in mental training and flexibility/stability training (28.7 per cent versus 18.9 per cent among people without a functional impairment). We find the highest participation in activities in water among people with a cognitive impairment (16.5 per cent versus 12.4 per cent among people without a functional impairment) (see table 1.3).

Table 1.3. Participation in different types of activity (at least once a week) broken down by type of functional impairment (percent)

	Chronic disease	Mentally suffering /ad-traffic disrupt safety	Visual-handicap	Hear-handicap	Physical function wednesday-set-count /handicap	Cognitive function wednesday-set-count	Other things whole-wide problem el-laughts he-dicap	None function wednesday-set-count
Walking and walking right trips	72.2	70.2	70.3	73.0	68.5	63.9	72.3	74.5
race	13.0	18.0	14.9	10.1	6.9	14.4	12.8	30.2
Biking	33.3	27.3	32.9	35.1	32.0	28.1	33.7	38.7
Fitness and physical training	37.8	40.5	39.1	34.1	37.2	35.0	40.8	46.0
mental training and forging strength/stability mobility training nothing	17.3	28.7	18.7	13.9	19.6	21.0	22.1	18.9
Team ball game	4.5	6.2	6.4	3.7	2.4	9.4	4.2	10.2
Other ball-game	8.0	5.0	8.0	10.6	5.5	6.4	6.8	10.4
Gymnastics	9.8	4.9	12.1	12.9	9.1	7.6	8.7	8.4
Dance	5.4	8.7	7.2	4.3	4.2	6.1	5.8	6.8
Activities in water	12.1	10.2	13.6	12.6	14.9	16.5	13.4	12.4
Activities on water	2.6	2.1	3.1	3.1	2.3	3.4	2.5	3.3
outdoor activities teeter	10.4	9.9	10.3	11.4	10.8	10.9	9.9	9.6
Roll and street activities teeter/street sports	1.1	2.9	2.1	1.0	0.7	4.9	1.1	2.0
resume training and rehabilitation ticketing	16.5	11.9	15.4	16.2	29.6	26.8	22.3	4.3
Others sports activities teeter	6.6	7.5	7.2	8.1	6.1	9.8	6.2	7.1

## 2. Legal Frameworks on inclusion of people with disabilities (in sports activities).

Please present the legal framework with a brief, explicit overview of your country for inclusion of people with disabilities (primary laws, dates they were issued).

**There are no laws in Denmark regarding sport and disability.**

The main identified laws on disability generally are:

### 1) The Discrimination Act<sup>2</sup> (forskelsbehandlingsloven)

The Discrimination Act was adopted in 1996. The age and disability criteria were added in 2004. The Discrimination Act prohibits direct and indirect discrimination *in the labor market* due various factors, including disability. The prohibition against discrimination applies only to employment, during employment and upon dismissal. The law also prohibits harassment or job advertisements that discriminate on the basis of ethnic origin, sexual orientation, age, etc. An employee who is subjected to discrimination is entitled to compensation. Citizens can complain to the *Equal treatment board*.

### 2) Law on unequal treatment due to disability<sup>3</sup> (Lov om forbud mod forskelsbehandling på grund af handicap)

The law is the Danish implementation of the UN convention on the rights of people with disabilities<sup>4</sup>. In 2018, the new law came into force to prohibits discrimination on grounds of disability outside the labor market. The new law means, among other things, that a person may no longer be turned away from a restaurant or to a public event if the reason for the rejection is that the person has a disability. The new law means that the Equal Treatment Board can deal with complaints about illegal discrimination on grounds of disability outside the labor market.

### 3) The Service Law (serviceloven)

<sup>2</sup> <https://www.retsinformation.dk/eli/lta/2017/1001> and <https://bm.dk/arbejdsomraader/arbejdsvilkaar/forskelsbehandling/forskelsbehandlingsloven/#:~:text=Besk%C3%A6ftigelsesministeriet%20har%20i%20februar%202019,vejledning%20om%20forskelsbehandlingsloven%20fra%202005.&text=Forskelsbehandlingsloven%20blev%20vedtaget%20i%201996.>

<sup>3</sup> <https://www.retsinformation.dk/eli/lta/2018/688>

<sup>4</sup> <https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd>

The purpose of the Service Act is to offer advice and support to prevent social problems; to offer a range of general services that can also have a preventive aim; and to meet needs resulting from physical or mental disability or special social problems. As a consequence of the law, the municipality must offer help, care or support as well as training and help to develop skills to persons who need this due to significantly reduced physical or mental functioning or special social problems.

### **3. National strategy/ies on inclusion of people with disabilities in sports activities.**

Please present the national strategy/ies of your country for integrating people with disabilities in sports (if this is linked to a legislature, please mention it).

**There are no national strategies for integrating people with disabilities in sport in Denmark.**

However, several organisations are working exclusively or partially with this very topic, and their work and strategies thus contribute to the Danish body of approaches:

1) Parasport Denmark<sup>5</sup>

Parasport Denmark's strategy<sup>6</sup> is to give all people with a disability or a special need the opportunity to play sports, move, exercise and compete in an enriching and attractive social community. Parasport Denmark aims to be a significant and visible sporting political actor with great societal impact; to be a competence centre which translates and coordinates knowledge about disability sports into useful knowledge for the target group themselves, their families, specialist associations, clubs, organisations, municipalities and the state, etc; to offer attractive and easily accessible sports environments for everyone with a disability or a special need; to develop and support both exercise, participation and elite sports; and to base all activities on the core values of dialogue, cooperation and communication. Parasport Denmark is part of the Danish Sport Confederation DIF

<sup>5</sup> <https://parasport.dk/>

<sup>6</sup> <https://parasport.dk/om-parasport-danmark/om-forbundet/vision-og-strategi-2025/>

and as such they receive public funding while being a civil society organisation. They also receive income from private sponsorship and sales.

## 2) Knowledge Centre on Disability (Videnscenter om Handicap)<sup>7</sup>

The Disability Knowledge Center was founded in 1995 by Parasport Denmark under the name “Handicapidrættens knowledge centre”. The knowledge centre’s starting point in Parasport means that it has a fundamental focus on people with disabilities that are able and willing to engage. The centre offers sparring and advice on how to create inclusive communities and strengthened opportunities for participation for children, young people and adults with disabilities – in secondary education, in the employment community and in leisure time. The centre collaborates with professionals, decision-makers, researchers and people with disabilities on the development of methods and tools. It creates an overview of barriers and effective efforts and contribute to translating knowledge into concrete solutions that strengthen inclusion and communities.

The centre continuously publishes multiple resources of direct relevance to disability and sport<sup>8</sup>. The centre is a private, non-profit organisation based on public funding and miscellaneous funding from foundations and other income sources.

## 4. Skilled and Knowledgeable Staff.

Please mention if there is a provision by your country to train/educate coaches, teachers, physical educators about the unique challenges that students with disabilities face in sports. If there is one, please mention the provider, its duration, its main focus, the absolute numbers and percentages of people having undergone a training etc.

**There is no official provision of training specifically for coaches or physical educators for people with disabilities in Denmark.**

However, the dedicated institutions mentioned above provide capacity building, specialised courses, online learning etc<sup>9</sup>.

<sup>7</sup> <https://videnomhandicap.dk/>

<sup>8</sup> <https://videnomhandicap.dk/fritidsliv/>

<sup>9</sup> <https://parasport.dk/aktiviteter/uddannelse/>

In particular, Parasport Denmark provides

- Education courses<sup>10</sup>. These are provided at a cost, but the municipality has a legal obligation to support these activities financially.
- Online courses<sup>11</sup>. These are free of charge.
- Certification of social institutions (though capacity building)<sup>12</sup>. This is a service for which the institutions or municipalities pay a fixed fee.
- Sport ambassador training<sup>13</sup>. This is a training that is delivered against a fee.

In addition, focus on movement and sport for people with disability is integrated in the education programmes for social workers, teachers and PE teachers, etc.

### **5. Sport events (permanent/regular events: European and national scale) where people with disabilities are encouraged to participate (i.e., marathons).**

Please refer the organizer, the frequency of the event, the number of people with disabilities that participate.

- Special Olympics Sport Festival<sup>14</sup>: The Special Olympics Sports Festival (SOIF) is a general sports event for people over 16 years of age with general learning problems or developmental disabilities, regardless of sports level. The festival is held every other year in a collaboration between Parasport Denmark, a municipality and local associations - most recently in Kolding in 2022, and the next time in 2024 in Frederikshavn. Approx 750 participants (with disabilities)
- School Olympic Games<sup>15</sup>: Pupils with a disability have the opportunity to join at the School Olympics. The pupils can compete together with their classmates in the classic School Olympic sports, where it is possible to use special aids. Pupils with physical disabilities or visual impairments can compete with their classmates in athletics, bowling, archery, dance, running, rowing and triathlon, where they vie for a place in the big School Olympic

<sup>10</sup> <https://parasport.dk/aktiviteter/uddannelse/kurser-for-traenere-og-ledere/>

<sup>11</sup> <https://parasport.dk/aktiviteter/uddannelse/onlinekurser/>

<sup>12</sup> <https://parasport.dk/aktiviteter/uddannelse/idraetscertificering/>

<sup>13</sup> <https://parasport.dk/aktiviteter/uddannelse/idraetsambassadoer/>

<sup>14</sup> <https://parasport.dk/aktiviteter/special-olympics/idraetsfestival/>

<sup>15</sup> <https://parasport.dk/aktiviteter/boern-unge/skole-ol/>

final on an equal footing with all other classes. 35.000 students from 400 schools take part, the number of disabled students is not known

**What important data are missing from each country compared to others?**

The dataset seems rather comprehensive, relatively speaking. Numbers of disabled participants in sport events as mentioned above is not frequently registered.

**What would you recommend to your country?**

The absence of national laws or strategies give rise to the question if a more formal, governmental intervention is appropriate.

# Best Practice in Denmark #1:

## Bevægelse for Alle (Movement for All)

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

Movement, education, inclusion, participation

### 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.

This practice does not define the type of disability and includes both physical and cognitive disability.

### 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 project is led by *Videnscenter om Handicap* (Knowledge center on disability). It is a nation-wide organisation with both public and private supporters.

Their general web site is <https://videnomhandicap.dk/>, and contact details are;  
Address: Blekinge Boulevard 2  
DK-2630 Taastrup, Denmark; Phone: (+45) 46 34 00 00; email: [post@videnomhandicap.dk](mailto:post@videnomhandicap.dk).

### 3. Formal/Informal

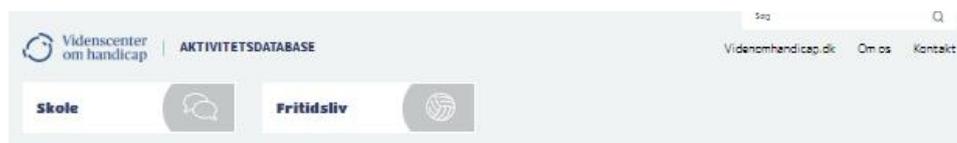
Please state if the setting refers to formal or informal education (sport clubs etc.).

The project refers to formal education as it is targeting Danish primary schools.

## 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 project "Bevægelse for alle", is supported by the Novo Nordisk Foundation, and works to help schools promote well-being in primary schools and increase the joy of movement for ALL children.



### VELKOMMEN Om Aktivitetsdatabasen

Her på siden finder du en bred vifte af aktiviteter til skole og fritidsliv fx bevægelsespauser og udelivsaktiviteter.

Aktiviteterne har tilpasningsforslag til, hvordan alle kan deltage uanset forudsætningen. Enkelte aktiviteter har desuden tilknyttet en kort video eller materialer til download.

Yderligere finder du viden, materialer og redskaber, der kan bidrage til at styrke inklusion i bevægelsesaktiviteter.

God fornøjelse med aktivitetsdatabasen.

### WORKSHOP - Bevægelse for alle Kom til gratis workshop d. 8. juni kl. 14.30-16.30

Workshoppen 'Bevægelse for alle' foregår i Århus C og henvender sig især til og omkring folkeskolen - fx lærere, pædagoger, studerende, bevægelsesvejledere mm. Workshoppen har primært fokus på mellemtrinnet og udskolingen, men alle kan deltage og få gavn af redskaber og viden om, hvordan alle elever bliver deltagende i bevægelsesfællesskabet.

[LÆS MERE OG TILMELD DIG HER](#)



## Tilpasningshjulet



## Background

Movement in school is important for all children and young people, but especially for children with special needs – including children and young people with movement disabilities as well as cognitive and sensory difficulties – who do not always participate in movement activities.

The project intends to promote all children’s experience of the joy of movement and inclusion in movement communities, so that in addition to increased participation in movement at school, they gain the courage and desire to move throughout their lives. Therefore, together with teachers and pedagogues, it creates knowledge and tools to handle the task of inclusion in movement activities. In addition, it provides concrete materials to increase well-being in the primary school through movement as well as for movement in the specific school subjects and the subject of physical education.

The project develops materials and knowledge to that end and facilitates 2x2 hour workshops for free for all interested primary schools.

*Images from the project materials<sup>16</sup>*

## 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.

The project has developed a comprehensive Activity Database<sup>17</sup>. In this database, the activities are differentiated according to age and type of movement. The activities are also grouped in Wellbeing; movement in school subjects; and Physical Education.

## 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.

<sup>16</sup> <https://www.aktiviteterforalle.dk/>

<sup>17</sup> <https://www.aktiviteterforalle.dk/skole/trivselsaktiviteter/>



*Image from the project materials<sup>18</sup>*

The Knowledge Center on Disability is the lead on the project. They work with scientists in Denmark, external experts, educators and facilitators to deliver the project. The educators and facilitators are the ones that deliver workshops in Danish Primary Schools across the country.

<sup>18</sup> <https://videnomhandicap.dk/wp-content/uploads/2023/02/Alle-til-idraet.pdf> Soulie et al (2018): "Alle til Idræt", Handicapidrættens Videnscenter, ISBN 978-87-90388-22-5. The materials and images may be used free of charge, with referencing to the above.

## 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.

Given the limited legal and strategic framework in Denmark, this practise does not adopt any national guidelines or legislation. Nonetheless, it is fundamentally in line with the Danish Education Act, which states that Danish Primary Education should be inclusive and for all. It is also safe to say that it is in line with the Danish law on non-discrimination.

As such, the project is positive motivation-driven, and engaging schools and teachers that are motivated from the outset to create active and inclusive learning environments.

## 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 project empowers the teachers to adapt the activities to the target group, and provides guidance to that effect. In the guidelines, the activities and considerations are marked according to their disability:

- ★ Elever i kognitive vanskeligheder
- ▲ Elever i bevægelsesvanskeligheder
- 👂 Elever i hørevanskeligheder
- Elever i synsvanskeligheder

(cognitive challenges, movement challenges, listening challenges and visual challenges)

The reflection on adaptive activities are done in groups on each school, so there is focus on peer support and collective learning.

## 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 project has developed a range of materials:

- Main Guidance Book: <https://videnomhandicap.dk/wp-content/uploads/2023/02/Alle-til-idraet.pdf>



*Front page of main guidance book*

- The adaptation wheel: <https://www.aktiviteterforalle.dk/wp-content/uploads/2023/03/Tilpasningshjulet.pdf> on how to adapt activities effectively.

### Alle med i bevægelsesaktiviteterne

## Tilpasningshjulet

Med tilpasningshjulet kan du skrue på elementerne i bevægelsesaktiviteterne og dermed øge deltagelsesmulighederne og gøre aktiviteterne inkluderende.

**Download tilpasningshjulet her**



- Dialogue Cards to assist the conversation on inclusion in activities:  
<https://www.aktiviteterforalle.dk/wp-content/uploads/2022/07/Dialogkort.pdf>

## Inklusionskultur & bevægelsesfællesskab

# Dialogkort

Med dialogkortene får du en ramme til at tale om de styrker, eleverne benytter i bevægelsesfællesskaberne.

Dialogkortene nuancerer elevernes forståelser af hinanden, og det skaber positive forståelser af hinanden, når eleverne identificerer styrker hos sig selv, hinanden og i fællesskabet.

**Download dialogkort her**



- Activity Database, according to age group and subject:  
<https://www.aktiviteterforalle.dk/skole/bevaegelse-i-fagene/>

# Bevægelse i fagene



▶  
SE INTRO

## KLASSETRIN

0-3

4-6

7-9

## KATEGORIER

Bliv klar til læring

Faglige aktiviteter

## FAG

Alle fag

Dansk

Geografi

Historie

Kristendom

Matematik

Natur og teknologi

Samfundsfag

Sprogfag

## Aktiviteter til Bevægelse i fagene



### Naturrally

Faglige aktiviteter

#### Formål

Formålet med aktiviteten er at lære at finde noget magen til det man ser med samme form eller farve. Aktiviteten skal hjælpe til at lære forskellige blade eller planter at kende.

## 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 above-mentioned guidance book has several sections on collaboration. It stresses teacher peer learning, inclusion of the students themselves, and the dialogue with the parents, who know the children best.

The main roll-out vehicle is the free, 2x2 hour workshops at schools, and this is marketed by the project leader<sup>19</sup>.

In practise, a school or a school class can sign up on the web site, and then they will be invited (for free) to the following steps:

- In workshop 1 (2 hours), teachers, pedagogues and a representative from the management will be introduced to movement didactics and inclusion through practical examples, which are easily used in the teaching afterwards.

<sup>19</sup> <https://www.aktiviteterforalle.dk/om-projektet/>

- In the test phase, the project professionals make themselves available so that teachers and educators can contact them with questions. Schools are expected to initiate individual activities at teacher or team meetings and that the activities are implemented in practice with the student.
- In workshop 2 (2 hours), after approx. 1.5 months, the professionals visit again the school. Here they will continue to work with inclusive movement activities and include the school's perspectives and experience.

### **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 Guidance book primarily focuses on reflective and inclusive methods of evaluation inside the teaching setting. Some attention is paid to students' individual goal setting (not comparing to others). The project is ongoing, so evaluation of project results are not yet available.

### **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.

From this project, we have distilled 5 key focus areas/takeaways for teachers in activities:

- 1) Define the purpose of the activity – and what are the competence of the students to take part
- 2) Adapting the activities:

- a. Choice of activity
- b. Rules
  - i. What rules are there
  - ii. Should there be specific rules for some students
  - iii. Should some student have specific roles
- c. Time and extent
  - i. How much should each team/group do
  - ii. When should they do it
  - iii. What will they do afterwards
- d. Pupil mix
  - i. Who should be together
  - ii. Should the same always stay together or should blending happen
- e. Equipment
  - i. Is equipment needed
  - ii. Can some equipment increase inclusion opportunities
- f. Physical space
  - i. Where should the activity take place
  - ii. Surface of the areas
  - iii. How to mark the limits of the area

Example of these principles/questions is illustrated below

## Generelle tilpasninger

### Regler

- Gennemgå reglerne grundigt, tegn og skriv dem op på tavlen
- Fjern fx konkurrenceelementet ved at lave aktiviteterne på tid
- Giv elever 'handicap' el. fordele
- Lad eleven have den samme rolle hver gang, i laver aktiviteten fx fanger i en fangeleg

### Elev-sammen-sætning

- Giv alle elever en makker
- Lav harmoniske grupper på forhånd
- Lad stærke el. hurtige elever hjælpe andre elever
- Markér tydeligt, hvem der er sammen fx med bånd el. veste

### Rekvisitter & hjælpemidler

- Lad elever køre på cykel i stedet for at løbe
- Hav flere slags bolde i spil
- Brug genstande mellem elever i stedet for kropskontakt
- Brug en kasse til at gribe i/og elevers rækkevidde med en genstand

### Område/ bane & sted

- Lav flere baner el. del banerne op i små dele
- Undgå forstyrrelser fx fra vej og vej
- Markér banen tydeligt
- Overvej om underlaget er passende

### Omfang & tid

- Sæt antal på aktiviteterne - hvor mange gange skal man fx gøre noget bestemt?
- Hvor længe skal man gøre det?
- Gentag aktiviteterne igen og igen
- Fortæl hvad eleverne skal bagefter og hvad du forventer af dem

### Valg af Bevægelse

- Skift gerne bevægelserne brug fx kapgang i stedet for løb
- Giv eleverne mulighed for at vælge bevægelser selv
- Brug slowmotion, så tempo tages ud af aktiviteten
- Forklar og øv bevægelserne inden en aktivitet

## Eksempler

### Tilpasninger til Rundbold

- Lav aktiviteten på tid 5 min ude/ inde
- Giv eleverne en makker, så de arbejder sammen 2&2 i marken
- Læg mange forskellige bolde, og lad eleverne sende dem afsted på forskellige måder fx kast el. skyd
- Lav flere baner el. sæt stopkegler mellem de 4 hjørner
- Lav aktiviteten i 20 min. fx hver fredag
- Skift måder at bevæge sig på. Fx baglæns, med lukkede øjne, kapgang

### Tilpasninger til Sandt eller falsk

- Lad eleverne være sammen 2&2 som et hold i stedet for at dyste mod hinanden
- Lad eleverne have en genstand og tegn to små kredtmarkeringer med "Sandt & falsk" som de skal slå på - brug "ja" & "nej" for at gøre det mindre abstrakt
- Markér banen tydeligt med fx kridt el. kegler
- Fortæl eleverne hvor mange gange de skal løbe/hvor mange spørgsmål der er
- Giv eleverne andre måder at bevæge sig på fx hoppe el. kravle

## Best Practice in Denmark #2

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

Ambassadors, inspiration, service, schools

### 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.

This practice is not focused on a specific disability.

### 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 practice is delivered by Parasport Denmark: <https://parasport.dk/>

Idrættens Hus

Brøndby Stadion 20

2605 Brøndby

E-mail: [info@parasport.dk](mailto:info@parasport.dk)

### 3. Formal/Informal

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

The project is offering "guest teachers" (undervisningskorps) that themselves have a disability to offer exciting training sessions for students in primary schools. Schools have to pay for the sessions.

#### 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.

Trained professional teachers from Parasport Denmark (that have a disability) are visiting schools that request the service/training sessions.



The teachers present Parasport Denmark and various sports aimed at e.g. mobility impaired, developmentally impaired and visually impaired. Many of the teachers start from their own personal history and disability. The key is the practical part, where the students try different forms of parasport on their own bodies and experience the practice of sports in, for example, a wheelchair. Together with

fellow students or classmates, the participants experience activities and sports that they may not have tried before, and experience how sports for people with disabilities can be fun and challenging. The teachers adapt a basic course to the students' level and the facilities on site and bring a trailer full of sports props for e.g. wheelchair sports and goalball. The teaching is divided into a practical part and a theoretical part. A hall or a gymnasium and a teaching room with AV equipment must be provided by the school.

### 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.

The variations are made by the visiting teachers themselves on the spot. All age groups in primary school may receive a guest teacher.

### 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.

The training is initiated by the school, typically in collaboration between the principal and teachers. The visiting teachers are often coming one at a time, but if the groups/classes are bigger, they join in pairs. Some of the educators are listed on the web site<sup>20 21</sup>:

<sup>20</sup> <https://parasport.dk/aktiviteter/uddannelse/underviserkorps/>

<sup>21</sup> <https://parasport.dk/media/5471/proev-kraefter-med-parasport-2023.pdf> (this is open source and can be published free of charge)

## UNDERVISNINGSKOORDINATORER

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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.

This practise does not refer to any of the (limited) Danish regulations, but it is in line with the Danish anti-discrimination act.

### **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 visiting teachers are highly trained professionals that know how to make the activity safe and inclusive and have a variety of equipment with them.

### **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 practise is built on the individual competence of the visiting teachers. The activities are taking a starting point in traditional parasports but can be adapted to the class in question.

### 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.

There is an expectation that the responsible teacher in each class gets inspired and examples to use in his/her own teaching (but this is not systematically pursued).

### 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.

Each session is consisting of a theoretical part, a practical part, and evaluation in reflective groups. Goals for each session are not set, and inspiration is the main overarching objective.

Image from a training:



### 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 providers of this practise have not yet shared key insights and tips from concrete experience. To organise a visit from the guest teachers, the above listed education coordinators are contacted by email or phone, ideally several weeks in advance. If one class (up to 25 students) is to be taught, one teacher will come, and bring equipment, in the case of bigger groups, two or more teachers will arrive.

The recommended duration is 4-6 hours, but other time frames are also accommodated. Teaching over several days is also possible. The detail for each session is agreed between the school class responsible teacher and the education coordinators from Parasport Denmark in order to adapt the training to the specific circumstances. Typically, one or more teachers from the school class join the sessions as observers and assistant teachers.

## Best Practice in Denmark #3

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

Material, sports, adaptation

### 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.

This practice is not focused on a specific disability. It is however targeted towards people with "larger" degrees of disability (with no specific definition of that)

### 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 resources are developed by *Videnscenter om Handicap* (Knowledge center on disability). It is a nation-wide organisation with both public and private supporters.

Their general web site is <https://videnomhandicap.dk/>, and contact details are;

Address: Blekinge Boulevard 2

DK-2630 Taastrup, Denmark; Phone: (+45) 46 34 00 00; email:

[post@videnomhandicap.dk](mailto:post@videnomhandicap.dk).

### 3. Formal/Informal

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

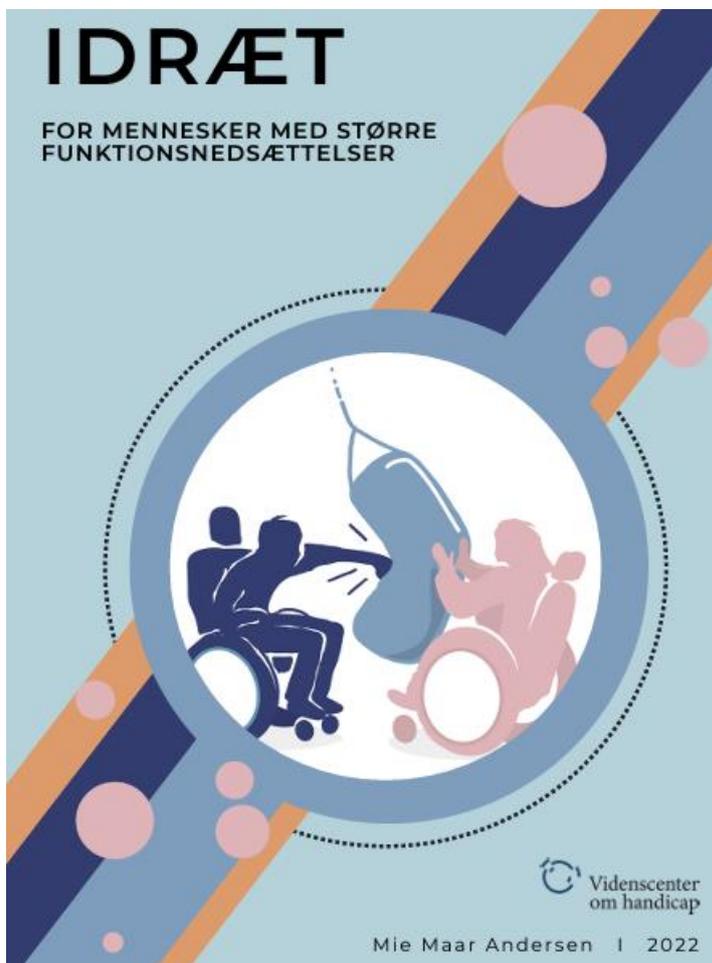
The resource is suitable both for formal and informal settings.

#### 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 resource is a curated set of adaptations of specific sport activities, developed as an inspiration catalogue that is easily accessible.

The title is "Sports for people with larger disabilities" (Idræt for mennesker med større funktionsnedsættelser) (Mia Maar Andersen, 2022).<sup>22</sup>



The following sports are covered:

- Badminton
- Boccia
- Boxing
- Bowling
- Wrestling
- Dance
- Hockey
- Kin-ball
- Trampoline
- Volleyball (on)

<sup>22</sup> <https://videnomhandicap.dk/wp-content/uploads/2022/12/Katalog-Idraet.pdf> Mia Maar Andersen (2022); Idræt for mennesker med større funktionsnedsættelser, Videnscenter for Handicap.

## 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.

All the described sports are themselves variations of the original sport. For each of the sports, 3-6 tips and tricks, including adaptations and variations are provided. Below the example of badminton, with translation into English:



### BADMINTON

Badminton kan være en svær teknisk aktivitet, men anvender I balloner frem for fjerbolde, så kan I trække meget af tempoet ud. I skal således bruge oppustede balloner samt badmintonketchere – I behøver ikke nødvendigvis et net. Aktiviteten kan enten laves alene, med en makker eller i en gruppe.

**Alene:** Se hvor mange gange du kan slå til ballonen med ketcheren, uden den falder på gulvet.

**Makker:** Spil ballonen til hinanden enten med eller uden et net. Se hvor mange I får. I kan gøre det til en konkurrence ved at forsøge at slå jeres egen rekord, eller ved at dyste mod andre par. Hvis I vælger at dyste mod andre par, så lad det være en indirekte konkurrence, hvor I ikke er i direkte kamp mod hinanden. Sid I stedet for ved siden af hinanden og se, hvem der spiller bolden flest gange frem og tilbage med sin makker. Indirekte konkurrencer er gode, da de giver mere ro og forudsigelighed, og det giver deltagerne de bedste forudsætninger for at lykkes.

**Gruppe:** Se hvor mange gangen I kan slå til ballonen med ketcheren som gruppe. Eller del banen i to og sæt en masse balloner i gang, som deltagerne skal have over på den modsatte side. Når tiden er gået, tæller man, hvilket hold der har færrest balloner tilbage på sin side.

**TIPS, TRICKS OG TILPASNINGER**

- 1 Badminton kan spilles både stående, siddende og liggende.
- 2 Sørg for der er nok afstand, så deltagerne ikke rammer hinanden.
- 3 Hvis det er svært at holde om ketcheren, så bind den evt. fast til hånden med noget stof eller lignende. Alternativt spil med hånden.
- 4 Har I ikke en badmintonketcher, kan I lave jeres egne ud af en gren og noget pap, eller anvende en fluesmekker eller et isoleringsrør.
- 5 Start op uden at tælle point eller berøringer. Det handler om, at deltagerne skal vænne sig til aktiviteten og finde glæden ved den.



3

Badminton can be a difficult technical activity, but if you use balloons rather than shuttlecocks, you can extract a lot of the tempo. You must therefore use inflated balloons and badminton rackets - you do not necessarily need a net. The activity can either be done alone, with a partner or in a group.

**Alone:**

See how many times you can hit the balloon with the racket without it falling to the floor.

**Partner:**

Play the balloon to each other either with or without a net. See how many you get. You can make it a competition by trying to beat your own record, or by competing against other couples. If you choose to compete against other couples, let it be an indirect competition where you are not in direct competition with each other. Instead, sit next to each other and see who plays the ball the most times back and forth with their partner. Indirect competitions are good, as they provide calmer and predictability, and this gives the participants the best conditions to succeed.

**Group:**

See how many times you can hit the balloon with the racket as a group. Or divide the course in two and start a bunch of balloons that the participants must get over to the opposite side. When the time is up, you count which team has the fewest balloons left on its side.

**Tips, tricks and adaptations:**

- 1) Badminton can be played both standing, sitting and lying down.
- 2) Make sure there is enough distance so that the participants do not hit each other.
- 3) If it is difficult to hold the racket, tie the racket to the hand, if necessary, with some fabric or the like. Alternatively, play with your hand.
- 4) If you don't have a badminton racket, you can make your own out of a branch and some cardboard or use a fly swatter or an insulating pipe.
- 5) Start up without counting points or touches. It is about the participants getting used to the activity and finding joy in it.

**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.

This is a written training resource, so the foreseen people involved are the teacher/trainer(s) and the children. Specific disabilities are not addressed in the resource.

### **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.

This practise does not refer to any of the (limited) Danish regulations, but it is in line with the Danish anti-discrimination act.

### **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 activities and adaptation suggestions for each sport/activity are very hands-on and written to provoke thought, reflection and adaptation, both of the activity and mode of teaching:

- Suggestions for alternatives if the normal equipment or space is not available
- Different levels of difficulty to adapt to the group (and their specific disabilities).

### **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 training resource is exclusively dedicated to adapting specific sport activities to a group including children with disabilities. The suggestions are therefore carefully considered and proposed with inclusion and adaptation in mind. [Note: translation of the full resource can be considered if relevant?]

### **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 training tool is targeted teachers and trainers and thus does not foresee involvement of other parents, or other peers.

### **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 writer of the tool has not provided information on how the resource has been used and monitored in practise. In the resource itself, self-assessment is however encouraged (in translation):

*The material comes with concrete suggestions on how you can approach it, but it should not be read as a list of facts. On the contrary, it should hopefully inspire how, with a creative mindset, you can make simple measures that enable participation. And remember; most new initiatives are difficult – both for participants and professionals. Let it be a joint experimental sports and movement project that you can develop together so that it becomes a fun initiative that creates meaning in everyday life. The call from here must therefore be: Try, fail, laugh, correct your approach and then try again.*

The evaluation/reflection methodology is therefore not given a lot of detail in this resource.

## **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.

From the many recommendations in the resource, we highlight here the most generic ones:

- Some participants may not be used to getting their heart rate up so high and may therefore be startled by the fact that the heart suddenly starts pumping fast - remember to tell them that it is not dangerous, but completely normal.
- Good and loud music usually helps to both create a good atmosphere and higher intensity.
- Cheer on the contestants while they do the activity so that the intensity is kept up.
- If there are many participants, make several fields, so several students are in play at the same time. If you are a small team, make something extra out of the fact that you, as a spectator, have to help cheer on your partners.

For each sport, there are more sport-specific adaptations that can be put to use directly or assist the reflection process on how to design the activity with inclusion in mind.

## Best Practice in Denmark #4

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

Municipality, cross-function, localisation

### 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.

This practice is not focused on a specific disability. It is a framework of cooperation that enables adaptation to the local reality and the disabilities in question.

### 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 initiative is developed by *Bevæg dig for livet* (Movement for Life). It is a nation-wide collaboration between the biggest sport organisations in Denmark. The general web site is <https://www.bevaegdigforlivet.dk/> and contact details are; Address: Vedelsgade 25, 4 7100 Vejle; Phone: 0045 26 84 77 82; email: [sth@parasport.dk](mailto:sth@parasport.dk). The initiative-specific web site is <https://www.bevaegdigforlivet.dk/fokusomraader/parasport-og-idraet-for-sindet>

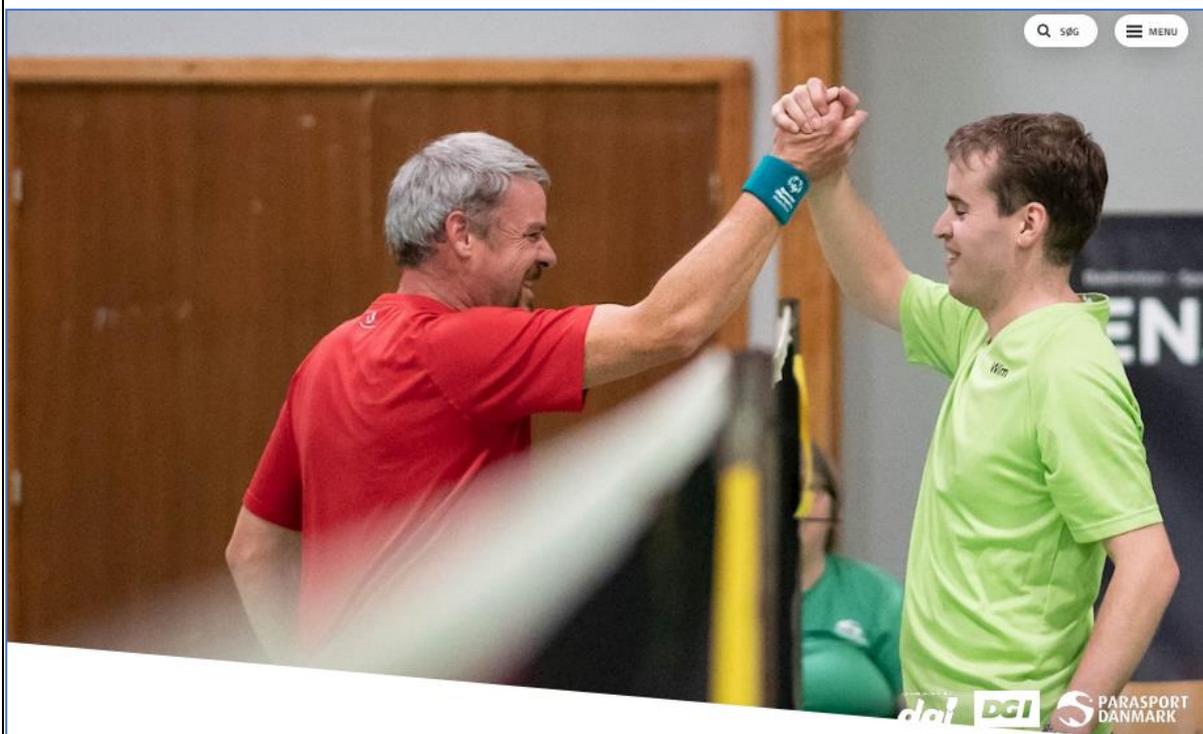
### 3. Formal/Informal

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

The initiative is primarily targeted informal settings.

#### 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.



Forside > Fokusområder > Parasport og idræt for sindet

## Parasport og idræt for sindet

Bevæg dig for livet - Parasport og idræt for sindet er Parasport Danmark, Dansk Arbejder Idrætsforbund og DGI's fælles indsats, som skal styrke idrætsbuddene for mennesker med funktionsnedsættelse og psykiske vanskeligheder.

I Danmark lever 700.000 – 800.000 med psykiske lidelser og 10 – 15 % lever med et handicap. Denne gruppe er kendetegnet ved lav idrætsdeltagelse sammenlignet med almenbefolkningen. Uanset livssituation, styrker idræt i et fællesskab den fysiske-, psykiske- og sociale sundhed og dermed livskvaliteten.

At aktivere denne målgruppe kan være komplekst både på grund af de udfordringer borgerne møder i hverdagen og på grund af de strukturer der ses i kommunerne og civilsamfundet. Hvem møder borgeren i kommunen? Hvem sørger for borgeren kommer til idræt? Hvem står for idrætten?



**SARAH THOMSEN**  
Koordinator

***Movement for life - Parasport and sports for the mind*** is a joint effort by Parasport Danmark, Dansk Arbejder Idrætsforbund (Danish Worker Sport) and DGI, which aims to strengthen the sports opportunities for people with functional impairments and mental difficulties.<sup>23</sup>

<sup>23</sup> <https://www.bevaegdigforlivet.dk/fokusomraader/parasport-og-idraet-for-sindet>

Parasport Danmark, Dansk Arbejder Idrætsforbund (Danish Worker Sport) and DGI have gathered their expertise, specialist knowledge, experience and network in a consulting group which collaborates with the relevant municipalities to develop sports for people with functional impairments and mental difficulties.

The very central thing in the vision is that the municipalities prioritize a sports coordinator who can work across the municipalities' administrations. The sports coordinator becomes a link between the municipality's administrations, social and educational services, citizens, sports associations and sports organisations.

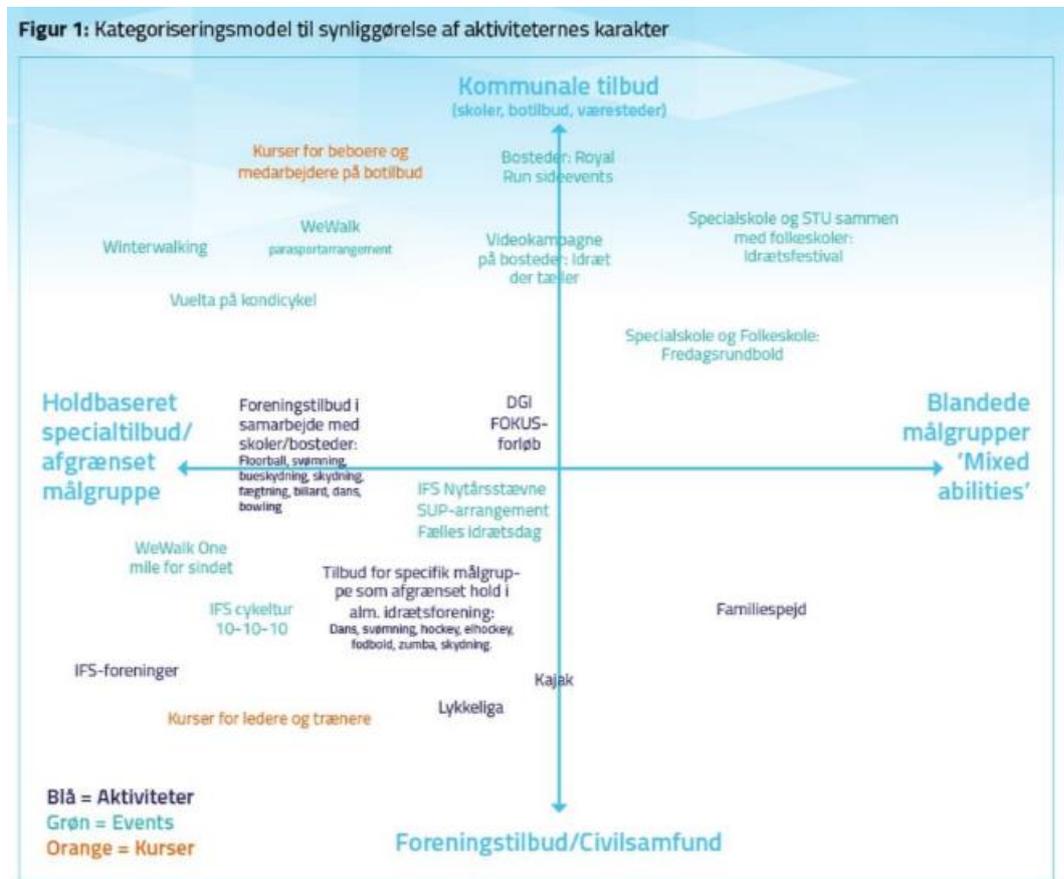
The key is adaptation of existing sports offers, inclusion in general sports, establishment of sports offers/sports association for specific target groups and development and adaptation of existing events.

As the target group is broad and the prerequisites for practicing sport are very different, the cooperation between the sports coordinators and the consultants from the sports organizations depends on a high degree of adaptation according to the target group's prerequisites and local conditions. This means that work is not based on a fixed model or one specific concept. Conversely, the consultants will always put their knowledge of the target group, their experience and their organization's concepts into play in order to, in collaboration with the sports coordinator, develop the best sports offers.

## **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.

As this is a framework concept that facilitates local, municipal cooperation and initiatives, it is highly adaptive to local contexts. In the below figure, a range of initiatives are categorised according to a continuum from disability-specific teams to mixed teams (X) and a continuum from civil society offers to municipal offers



(Y), and with three different activity categories – activities (blue), events (green) and training courses (orange)<sup>24</sup>

## 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.

Parasport Danmark, Dansk Arbejder Idrætsforbund (Danish Worker Sport) and DGI (the largest sport-for-all organisation in Denmark) are providing consultants for this shared initiative. These consultants in turn work with the municipalities, who

<sup>24</sup> <https://magasin.parasport.dk/bdfl/evaluering-af-bdfl-pixiudgave/?page=16>

hire a coordinator to start or adapt new sport activities for the disabled target groups.

### **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.

This practise does not refer to any of the (limited) Danish regulations, but it is in line with the Danish anti-discrimination act.

### **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 framework concept is not directly dictating teaching or training methods, but is drawing on the training methodologies of the three owner organisations, and specific expertise in municipal staff.

### **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 initiative applies the existing knowledge and training resources to the locally adapted solutions, so there are no additional materials produced.

## 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 municipal initiatives are always cross-cutting. For instance, one municipality-initiated collaboration between local sport clubs, the local school, and municipal care institutions.



Så er der skrevet under på, at Parasport Danmark, DGI og Dansk Arbejder Idrætsforbund forlænger samarbejdet om Bevæg dig for livet – Parasport og Idræt for Sindet.  
Foto: Ane Rønn Johansson

*Image from the signing of the continuation of the umbrella initiative<sup>25</sup>*

## 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

<sup>25</sup> <https://www.dgi.dk/om/presse/presserum/seneste-nyt/flere-med-handicap-eller-psykiske-saarbarheder-skal-med-i-idraetsforeningerne>

positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

The first phase of the initiative started in 2018.

Initially, the project has been concentrated in 12 municipalities in North Denmark and South Jutland.

In the first period, the aim was to get 10 municipalities involved in the collaboration, but the partners succeeded in getting agreements with 12, and in addition around 44 sports associations have been involved locally via courses and events. The partners also work on a daily basis with efforts in the areas themselves, but a synergy has arisen in the cooperation, where municipalities and sports associations have been offered a much wider range of initiatives<sup>26</sup>.

#### Results from the collaboration in 2018-2021

43 courses or offers with association involvement - 545 participants

29 events – 1304 participants

25 courses/network meetings/workshops – 431 participants

44 associations have been involved

The current phase aims to involve all 98 municipalities in Denmark.

The evaluation of the project<sup>27,28</sup> showed that *setting an agenda in the municipalities* has proven to be one of the strengths of the pilot project.

At the same time, the evaluation emphasizes that the collaboration project both internally in the project group and among the municipal sports coordinators is experienced as valuable in the work to develop and initiate more sports for people with a disability or mental difficulties.

On the organizational level, it is pointed out the importance of a clear division of roles between the parties and that the interfaces between the organizations are regularly adjusted and refined. Both in order to streamline the cooperation internally in the three sports organisations, but also in order not to create unnecessary time consumption for municipalities that already have good

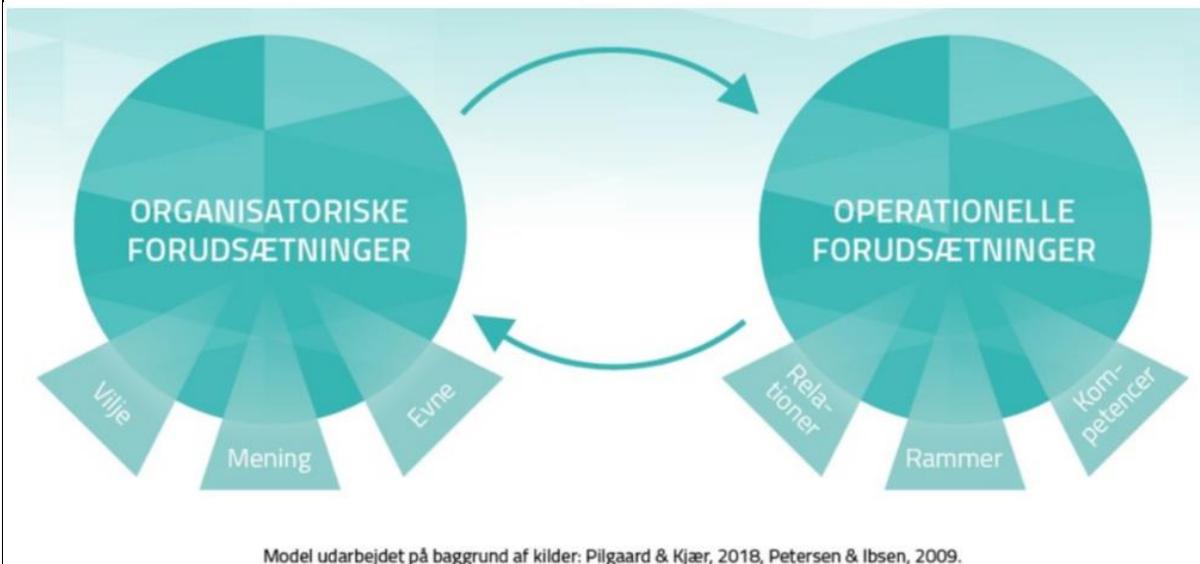
<sup>26</sup> <https://www.dgi.dk/om/presse/presserum/seneste-nyt/flere-med-handicap-eller-psykiske-saarbarheder-skal-med-i-idraetsforeningerne>

<sup>27</sup> <https://www.bevaegdigforlivet.dk/nyheder/nyheder/artikler/evaluering-af-parasport-og-idraet-for-sindet-i-bevaeg-dig-for-livet>

<sup>28</sup> <https://magasin.parasport.dk/bdfl/evaluering-af-bdfl-pixiudgave/?page=16>

cooperation with Worker Sport, Parasport Danmark and DGI, and which in some cases also cooperate with other actors.

Concretely, the evaluator comes up with three proposals for a future structure: A municipal cooperation model, a national platform model and a social economic cooperation model. What they have in common is that a number of organizational and operational prerequisites must be in place, as illustrated below.



In conclusion, this is an umbrella initiative, which does not evaluate itself on the local training impact but rather on the volume of activity. It has been included here as it has potential to scale and secure new investment for sport for children with disability.

## 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 initiative has currently not provided teacher/trainer specific advice but is to be understood as a country-wide initiative. We have assessed what the key success factors are, in order to consider how this experience may be put to use in other European countries

- Partnership – DGI, Parasport Denmark and Danish Workers’ Sport came together to increase reach and impact for the disabled target groups. These organisations have previously been seen as competitors (and may still be, cf. the evaluation referenced above), but bringing the key actors together seems important to create momentum and credibility
- Funding – This initiative was not only based on the resources of the partners (and the approached municipalities) but received external funding from Danish foundations. This seems to have been essential to bring energy, focus and progress in the collaboration.
- Framework – the initiative is part of a larger sport-focused nation-wide initiative called Bevæg dig for Livet (Movement for life), which is based on civil society initiative but endorsed in the Danish Government Guidance Paper (regeringsgrundlag). This broader and politically accepted framework is likely to have contributed to the acknowledgement of the current initiative, and the credibility it has.

While these factors may not strictly be necessary nor all of them essential to succeed in other countries, we find that they are key to understanding and possibly adopting the initiative in other countries.

## Best Practice in Denmark #5

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

handball, communication, integration

### 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.

This practice is oriented towards handball but not focused on a specific disability, although the initiative started with children that have Down's syndrome. The age target group is 6-15 years.

### 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 initiative *Lykkeliga* (The Happy League) is developed by Rikke Nielsen, a former national team handball player. It is a private, nation-wide initiative with both public and private funding supporters. Their general web site is <https://lykkeliga.dk/>, and contact details are; Phone: 0045 60 63 09 04; Mail: [rikke@lykkeliga.dk](mailto:rikke@lykkeliga.dk).

### 3. Formal/Informal

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

The initiative is specifically targeted informal education, namely sport teams that are inclusive of children with disabilities.

#### 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.

LykkeLiga is a positive community for children with developmental disabilities and their families. The core is the establishment and running of local handball teams for children between 5 and 16 years of age. The teams form the framework for a completely new way of creating networks for children and families on and off the pitch.

Over a 3-year period, LykkeLiga has developed a national network of handball teams for developmentally disabled children. The project originally aimed to activate more than 300 developmentally disabled children in a minimum of 15 teams but this goal is now surpassed.

The teams are started, managed and trained by a minimum of 75 volunteers. At the same time, the children's families are activated in an active network around handball – with the original aim to activate up to 1,000 family members.

##### Families and fan clubs

The families are gathered and organized in an online universe that creates opportunities for networking and exchange of experiences across geography and disabilities. Through the family network, a number of "sibling activities" are organized and held for the siblings of the disabled children.

The project also has a communication concept, where LykkeLiga forms a conceptual framework around positive communication about developmental disabilities in the general population. This part aims to activate up to 50,000 Danes in "fan clubs" of the individual teams.

##### School concept and dissemination

Through a school concept, annual school visits are held with an estimated reach of 3,500 school pupils. In addition, the project created national and local press coverage, which conveys positive communication about developmental disabilities to the whole of Denmark. LykkeLiga must benefit society by creating a bridge between the developmentally disabled and the general population. In addition, the children's infectious enthusiasm inspires a brighter outlook on life among all Danes.

### LykkeCup

LykkeLiga culminates annually in a handball party, when the teams compete in the ambitious tournament LykkeCup. The goal is for LykkeCup to be the highlight of the year for the children – at LykkeCup, the children are anything but social challenges. Here they are the top scorers, sports stars and the pride of the family. In the longer term, LykkeCup may accommodate several sports.

LykkeLiga is a lasting and sustainable concept that lives on after the 3-year development period. This is ensured through close cooperation with existing organizations such as The national handball Federation<sup>29</sup>.

## 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.

The LykkeLiga concept is based on handball, but the training approach is based on togetherness, the joy of movement, pride and true inclusion. Each trainer adapts the training to the children in question and brings the special LykkeLiga ethos and spirit to the trainings.

LykkeLiga has made an online portal for the volunteer trainers<sup>30</sup>. In the portal, trainers have access to activities (including videos), explainers, model contracts for trainers, etc.

The training videos illustrate the approach, where handball is clearly secondary, and the playfulness and fun come first.

<sup>29</sup> <https://lykkeliga.dk/om-lykkeliga/>

<sup>30</sup> <https://lykkeliga.dk/traenerportal/>



## Rumpesnurretop

IDA DAMTOFT NIELSEN / 28. MAJ 2021 / @VELSER

LykkeLiga inspirerer #1

Nu skal vi ned på rumpen og snurre! Sæt armen i, og giv den fuld gas. Det gælder om at snurre rundt flest gange. Pas på, du ikke bliver rundtosset!



### 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.

LykkeLiga is a whole-of-community concept, and the foreseen people involved are the trainer(s) and the children, the LykkeLiga staff, the local clubs that adopt teams, the groups of parents and families, and local supporters in terms of helpers, community sponsors, and individual donors. Specific disabilities are not addressed.

### **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.

This practise does not refer to any of the (limited) Danish regulations, but it is in line with the Danish anti-discrimination act.

### **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.

A central component in LykkeLiga is the big voluntary contribution that trainers, parents, local supporters, helpers and local clubs are providing. The approach is based on a "giving" mentality and appreciation of the value of the smiles of the children. There are no specific disability adaptations described.

### **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 initiative is a practise-based approach – started by a professional handball player who could not identify a handball team for her daughter who has Downs' Syndrome.

The materials are limited to the training videos that are provided to trainers<sup>31</sup> as described above.

Currently, researchers from the university of Aalborg have completed a large study that will be published shortly. The study is about the movement habits of children and young people with disabilities, which is a strong complement to the other Danish studies and focusing specifically on children. The study has a specific focus on LykkeLiga as a case and is not published yet. As part of that project, the team will develop specific guidance materials for trainers in LykkeLiga, as this is currently not existing. Contact person for this is Lotte Skrubbeltrang, one of the researchers behind the study: [lss@hst.aau.dk](mailto:lss@hst.aau.dk)

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

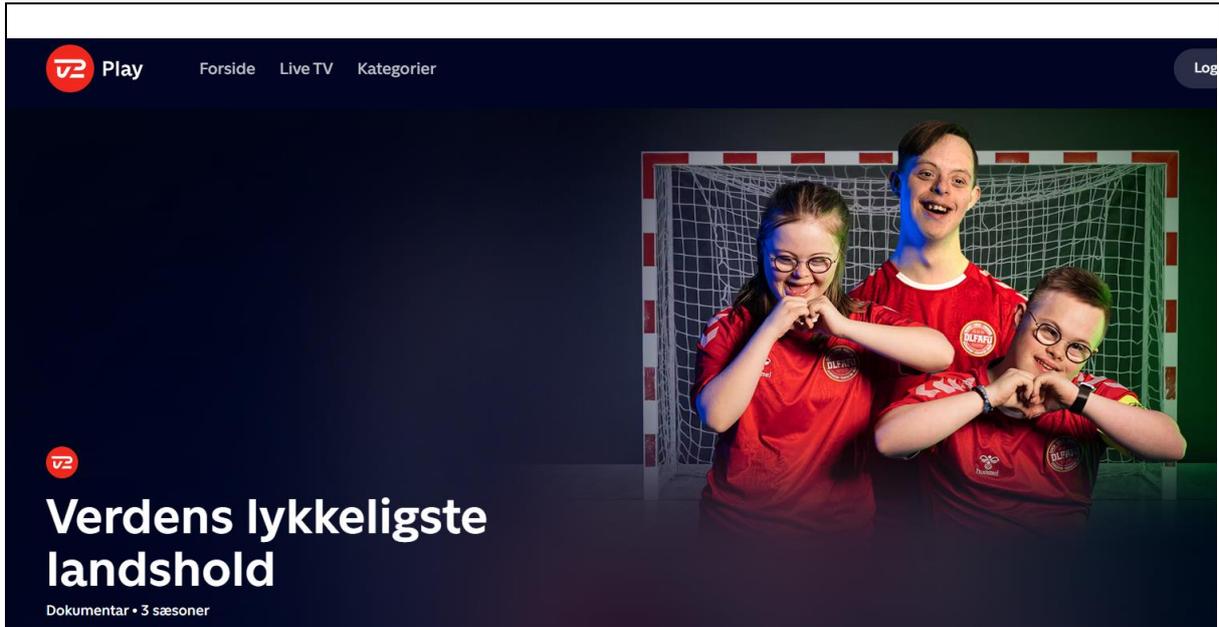
If applicable, describe strategies for collaborating with other educators, parents, and students to ensure that everyone is working together to create an inclusive environment.

The communication approach of LykkeLiga is to create and enhance a positive narrative around children that has a disability, by using great and active stories and organic media reach.

A major breakthrough happened when National Broadcaster TV2 decided to make a series of documentaries about LykkeLiga in January 2020, which has boosted visibility and reach of the concept<sup>32</sup>. The (private) broadcaster has not shared details on the reach of the documentary to date.

<sup>31</sup> <https://lykkeliga.dk/traenerportal/>

<sup>32</sup> <https://play.tv2.dk/serie/verdens-lykkeligste-landshold-tv2>

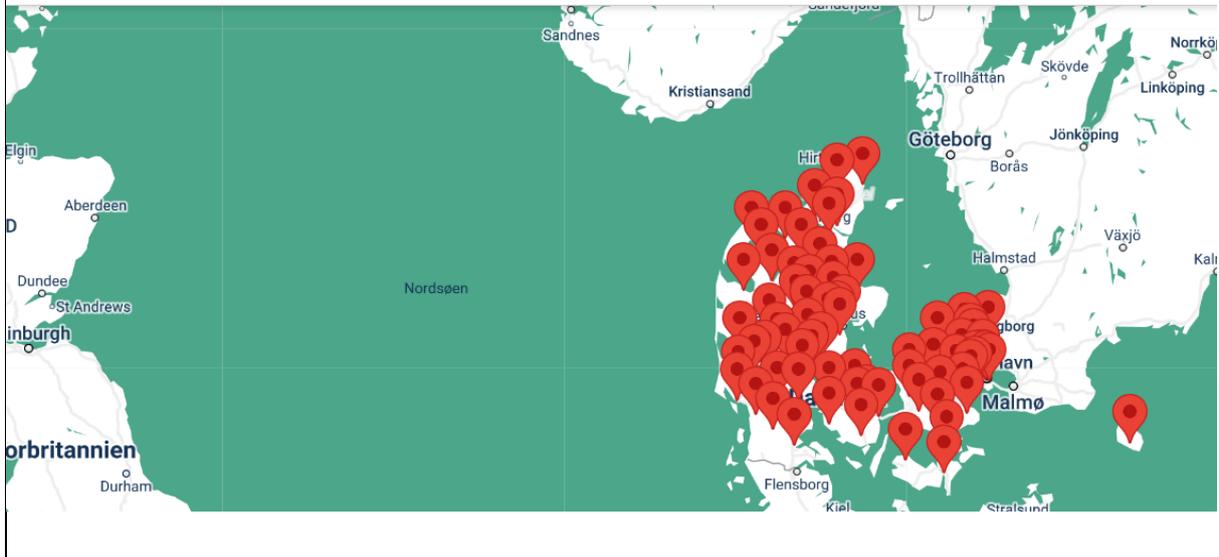


*Illustration from the TV documentary*

Currently, LykkeLiga is expanding significantly with local teams all over the country:



FORSIDE OM LYKKELIGA TRÆ



Part of the success in visibility is also that LykkeLiga has received several prizes for their work, including the nationally televised "Danish Sport Price" in 2019<sup>33</sup>.

DIF.dk > Nyheder > 2019 > 01 > 5. jan 2019 - LykkeLiga vinder Danskernes Idrætspris

## LykkeLiga vinder Danskernes Idrætspris



### 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

<sup>33</sup> [https://www.dif.dk/nyheder/2019/01/20190105\\_lykkeligavinderdanskernesidrætspris](https://www.dif.dk/nyheder/2019/01/20190105_lykkeligavinderdanskernesidrætspris)

positive feedback and reinforcement given to students with and without disabilities to encourage and motivate them to continue participating in sports.

Research is currently undertaken to assess and demonstrate the value of LykkeLiga. Until now, the monitoring has been on outputs (children, teams, trainings, etc) rather than outcomes.

Trainers are instructed to evaluate training sessions with the children – on their terms and focused on their learnings and experiences.

## **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.

LykkeLiga has not provided specific guidance or accumulated learnings, but training materials are forthcoming through research collaboration, as mentioned above. We consider the following elements central to the success of LykkeLiga

- Focus on joy and togetherness
- Making families and communities proud of all children
- A strong voluntary component
- A successful media strategy and organic media attention
- Ability to raise funds from public sector and private foundations in particular.