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# INCLUSION RELOADED





Collection of Good Practices for Inclusion in Sports

WP2 – Exchange of good practices, Elaborated by CESIE



The following document was produced within the Erasmus Sport project Inclusion Reloaded (project nr. 101089509). It gathers **good practices in inclusive sport at local, regional, or national level in Bosnia Herzegovina, Italy, Portugal and Serbia**. For the purpose of this collection, inclusive sport practice is defined as **any practice that seeks to make people from all abilities, backgrounds, gender and sexual orientation feel welcome to take part in physical activity and sport practice**.

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## ❖ Bosnia and Herzegovina

### Inclusion through sports for children with developmental disabilities

**Website:**

<https://inclusivesportsforchildren.eu/partners/>

**Social media link(s) or links to videos:**

<https://www.youtube.com/@motivation-romania/videos>

**Leading organization/Author:** Motivation Romania Foundation

**Partners:**

Special Olympics in Bosnia and Herzegovina; Special Olympics Iceland; Special Olympics Lithuania; Special Olympics Montenegro; Special Olympics Romania; Special Olympics Slovakia

**Target group(s)/Beneficiaries:**

- children with developmental disabilities.

**Description:** Over the course of three years, from January 2021 to December 2023, the European project “Inclusion through sports for children with developmental disabilities”, coordinated and managed by Motivation Romania Foundation in partnership with Special Olympics (SO) Romania, SO Iceland, SO Slovakia, SO Bosnia and Herzegovina, SO Montenegro, SO Europe Eurasia Foundation and Poznan University of Physical Education, will facilitate the organization of competitions for team sports, such as football and basketball games.

The outcomes cannot be achieved without the participation of organizations from the target countries. Each organization brings a specific set of expertise, local outreach and project delivery capabilities. The findings of the project will be shared across the SO network in 52 countries in Europe/Eurasia.

At the beginning of the third year of implementation, the numbers show that the project is having a significant impact on everyone involved:

- Children and young people with developmental disabilities – 405
- Children and young people without developmental disabilities – 689
- Coaches, family members, volunteers – 4056
- Organizations involved (sports clubs, schools, NGOs, etc.) – 298

**Objectives/impact:**

- encouraging children with and without intellectual disabilities to learn and play together
- helping individuals with intellectual disabilities to develop essential skills through activities and team games
- promoting inclusion in the community and among youth without intellectual disabilities.
- helping family members of those with intellectual disabilities to regain trust in their children’s abilities.

**Material:** different for every activity

**Group size:** max 10 person

**Instructions:** within this project lot of activity has been done so far, there is one example:  
<https://inclusivesportsforchildren.eu/sport-event-with-students-from-abroad/>

**Relevance to INCLUSION RELOADED:** The project “Inclusion through sports for children with developmental disabilities” approach can be implemented to other projects consortium and other sport organizations work program, as well as to other communities and populations, such as people with disabilities and what is important their parents. This project has very big disability and involves a lot of organizations and experts that are not official partners in the project.

#### VIP exchange (inclusive goal ball event)

**Website:** /

**Social media link(s) or links to videos:**  
<https://www.facebook.com/photo/?fbid=5284522464893568&set=pb.100063651846516.-2207520000>.

**Leading organization/Author:** Schools for visual impaired in Sarajevo, Bosna and Hercegovina and Skopje, N. Macedonia

**Target group(s)/Beneficiaries:**

- Visual impaired student from Bosnia Herzegovina and North Macedonia;
- Peers from regular high schools from Bosnia Herzegovina.

**Description:** Within the framework of the superschool project financed by RYCO, in partnership between two schools for visually impaired students, a goalball tournament was organized in Sarajevo with students from regular secondary schools and visual impaired students.

**Objectives:**

- Promoting social interaction skills, including the ability to develop friendships and interact with others;
- Providing an opportunity for students with visual impairments to practice social skills, such as communication, teamwork, and problem-solving, in a safe and inclusive environment;
- Developing the students’ skills necessary to navigate social situations and build relationships with peers through modelling and practicing courteous behaviour.

**Impact:**

- Improved social development of visually impaired children and their peers;
- Increased self-confidence;
- Improved physical and mental health outcomes, as well as teamwork skills;
- Increased awareness of the challenges faced by visually impaired individuals which consequently contributes to increase the number of inclusive environments and equal opportunities for physical activity for visually impaired individuals;
- Improved skills to succeed in the community and workplace through the promotion of social interaction skills.

**Materials:** Blue rubber ball fitted with bells weighing 1250 grams, Protective masks and protective gear, Goalball eyeshades, Goalball court tape, Goalball goal nets.

**Group size:** min 6, max not limited

**Preparation:** Before the tournament peers receive information about game Goal ball, equipment that is use and the rules of the game, as well visual impaired student made demonstration about them.

**Instructions:**

- Preparation phase (info about Goal ball and explanation of the rules)
- Demonstration of the game by visual impaired students
- Making mixed teams
- Tournament

**Relevance to INCLUSION RELOADED:** This event and activity is a good practice that shows how the game of goal ball can be made inclusive, involving peers in the game, and thus to raise awareness among peers for young people with impaired vision.

### "School of Mountaineering"

**Website:** <https://psbih.ba/skola-planinarstva-za-ucenike-vii-razreda-osnovnih-skola-kantona-sarajevo/>

**Social media link(s) or links to videos:**  
<https://www.facebook.com/plugins/post.php?href>  
= <https://www.facebook.com/czsdskola/posts>

**Leading organization/Author:** Ministry of Education of the Canton of Sarajevo

**Target group(s)/Beneficiaries:** students of the 7th grade of all primary schools in Sarajevo (including special schools, such as school for visual impaired).

**Description:** In 2023, the Ministry of Education of the Canton of Sarajevo is organizing a "School of Mountaineering" for students of the 7th grade of primary schools.

The Mountaineering Association of the Federation of Bosnia and Herzegovina, as part of the Cooperation Agreement with the Ministry, actively participates in the implementation of the "School of Mountaineering" The mountaineering school will be held on weekdays on the Bjelašnica, Igman and Trebević mountains. The education and excursion cover the 3 aforementioned locations and enables about 4130 children to enjoy mountaineering during each cycle.

These 4130 children are divided into seven groups, each of which will consist of three subgroups, in this groups visual Impaired student, deaf and students with intellectual disability were included. Licensed mountain guides and licensed mountain teachers took participation in the implementation of the "School of Mountaineering" for VII grades of primary schools. The

Ministry provide the necessary number of teachers, and for safety measures, medical staff was also involved.

**Materials:** mountain equipment

**Group size:** big groups of more than 100 students

**Preparation:** Students & teachers received info about the "School of Mountaineering"

**Instructions:** Licensed Mountain guides and licensed mountain teachers gain knowledge about leading inclusive groups, approaches with visual impaired students (orientation and mobility)

**Relevance to INCLUSION RELOADED:** This project is a good practice for how the relevant stakeholders (Ministry of education) and those who make policies for education, inclusion and who encourage the practice of sports for all students can get involved in the implementation of inclusive practices and informal education.

### Adaptive swimming

**Website:**

<https://pkspid.ba/#team>

**Social media link(s) or links to videos:**

<https://www.facebook.com/PKSPID/videos/477346253749645>

<https://pkspid.ba/PRIJAVNI-LIST-SPID-1.pdf>

**Leading organization/Author:**

Swimming club SPID

**Target group(s)/Beneficiaries:**

Target group is children with mental and physical disabilities

**Description:**

Main goal: Adaptation to water, socialization, improvement of body posture, strengthening of muscle musculature. The goal of the actual practice or training in this case is to increase children's physical activity and improve their health status, as well as socialization itself. The goal is to learn to swim, that is, to move slowly in the water to begin with.

What is important for the very beginning is to attract the attention of the child or children and adapt them to the water with various games.

**Material:** list of necessary materials for organizing/implementing this practice

We relax the training without the presence of props, or not infrequently we use swimming boards or swim spaghetti. The maximum number of participants per instructor or trainer is five to one, because in this way the person who realizes the best mastery of the given subject, with the fact that parents are obliged to attend the training itself, which lasts one hour.

The first step is a meeting with the parents and the child in order to meet and collect the necessary documentation, i.e., the latest findings and, of course, the club access card and familiarization with the rules.

Each training is planned according to each swimmer, depending on his degree of disability and on his degree of mastery of the motor movements that are necessary to successfully perform the action called swimming. Arriving at the pool where the children are in order to practice. We start with shaping exercises, in order to prepare the body for the realization (we take care of the correct execution). Then entering the water, where we start with the realization in the way we work according to the Halivik concept, which is an approach to teaching all people, especially those with intellectual difficulties and physical disabilities, so that they can participate in activities in the water, move and swim independently.

We will go from showering games, to blowing bubbles, and performing the movements themselves, from making a big heart, and stomping your feet.

They learn to control their balance and movements in the water without the use of swimming aids because the goal is to get the "swimmers" free and achieve balance and independence using their bodies. It is considered that the aids give a false sense of security and that they are not adaptable as a helper's support.

What is important at the very end of the training is to let them play for five minutes

**Relevance to INCLUSION RELOADED:**

With adaptive swimming, progress can be achieved when it comes to the development of motor skills, correction of body posture and, in a global sense, raising the quality of life of program participants. The work can be useful to everyone who is in contact with adaptive swimming, the reader, a coach in a club that deals with adaptive swimming, a sports teacher who has a child with special needs. It is important that the disease itself is slowed down in the water by the work of the trainer.

**Inclusive ski camp**

**Website:**

<https://pkspid.ba/#team>  
<https://www.facebook.com/PKSPID>

**Social media link(s) or links to videos:**

<https://www.facebook.com/PKSPID/videos/1545751849218281>  
<https://www.facebook.com/PKSPID/videos/5128220030522996>  
<https://www.facebook.com/PKSPID/videos/343210037246281>  
<https://www.facebook.com/PKSPID/videos/477346253749645>

**Leading organization/Author:**

Swimming club SPID



**Target group(s)/Beneficiaries:**

- children with disabilities

**Description:**

The swimming club organizes an inclusive ski camp, during which children learn to ski, master and improve their skiing techniques. The children stayed on the Olympic station Bjelašnica, which, for an inclusive camp in which typical children and children with disabilities stay together. During the stay, of course, the coach stayed with them for the whole week, where they socialized, skied, did various activities, besides skiing, they also engaged in the following activities, orienteering, sledding, ice skating, night skiing, riding motorcycles and snowmobiles. Of course, in addition to the inclusive camp itself, we also have an inclusive ski school, where all children hang out. That is, people with difficulties are integrated into society itself, it is important that typical children have accepted this. A competition among children who know how to ski better was also organized within the camp. The goal of this project was to break down barriers and integrate into society. The effect of all this is that the disease slows down, better mood, experience of positive emotions. The very praise that is most important to them. Only a positive experience that has a positive effect on her or him. And just raising the quality of life. By engaging people of all ages and abilities, the project helps create a more united and supportive community that supports diversity.

**Relevance to INCLUSION RELOADED:**

Our goal was to train them to walk independently in ski boots, walk on skis, move independently and perfect the same skiing technique. The most important thing is to slow down the progression of the disease, as well as to integrate them into society itself.

**We are all equal in the water**

**Website:**

<https://pkspid.ba/#team>  
<https://www.facebook.com/PKSPID>

**Social media link(s) or links to videos (if applicable):**

<https://www.facebook.com/PKSPID/videos/694654282064530/>  
<https://www.facebook.com/PKSPID/videos/3671604332886641>  
<https://www.facebook.com/PKSPID/videos/3325083964205348>  
<https://www.facebook.com/PKSPID/videos/1545751849218281>  
<https://www.facebook.com/PKSPID/videos/351103772541596>



**Leading organization/Author:**

Swimmig club Spid

**Target group(s)/Beneficiaries:**

The target group is children with mental and physical disabilities.

**Description:**

Swimming club SPID is the first and only club that works with children with developmental disabilities, whose goal is the promotion and improvement of children's health. Adaptive swimming is done, so the children first adapt to the water, and at the same time learn to swim in a small pool, of course where we have the opportunity. Then, over time, as they progress and master the techniques, they move to a large pool where they perfect their swimming techniques, where they also prepare over time if they have ambitions for one of the competitions. It is also important to note that there are a lot of children in the club, both people with developmental disabilities and typical children, so we have the opportunity to make an inclusive competition within the club where all children compete against each other, it turns out that in this way we integrate them into society. The name of this project is "WE ARE ALL EQUAL IN THE WATER", at the same time in this competition next to swimmers who can swim without assistance. There are small children whose goal is to swim across the pool, with or without help. An ideal opportunity to show everyone that they are working and how much they have progressed during that period. We try to organize it every year, and at the same time we try to celebrate the day of the disabled and the anniversary of the club. At the same time, we combine everything into one event. The project works to remove barriers to participation in physical and sports activities, works to promote equal access for all and promotes social inclusion through sports, offering programs and events that encourage the integration of people.

**Relevance to INCLUSION RELOADED:**

Swimming as well as the exercises themselves can be used to improve posture and motor skills of the body, regardless of whether it is a child at an early age or an adult. They learn to control their balance and movements in the water without the use of swimming aids because the goal is to get the "swimmers" free and achieve balance and independence using their bodies.

## ❖ Italy

<b>I'M GOING, TOO</b>	
<b>Website:</b> <a href="https://www.assori.it/">https://www.assori.it/</a>	<b>Social media link(s) or links to videos (if applicable):</b> N/A
<b>Leading organization/Author:</b> BEYOND BORDERS ETS in cooperation with ASD AS.SO.RI. ONLUS	
<b>Funding body: /</b>	
<b>Target group(s)/Beneficiaries:</b> <ul style="list-style-type: none"> <li>• physical, mental, sensory, autistic disabled</li> <li>• children at preschool or primary school age at dropout risk</li> </ul>	
<b>Description:</b> The activities aim to develop and improve the educational intervention and approach to swimming in the pool, from the earliest years of life and for any difficulties in motor, psychological, disadvantage using "adapted techniques" very effective, for they promote social inclusion whilst starting the first steps for the "normalization" of every type of diversity and every type of situation at risk of marginalization. It will be very important to be supported by professionals in both psychological and educational fields and the instructors themselves will have to be trained. Therefore, the rest of the sporting activities will be easily replicable and manageable for those with suitable and accessible facilities.	
<b>Methodology:</b>	
1) <i>The Start-up phase</i> An overall assessment will be carried out during the start-up phase, with the advice of the psychologist and the paediatrician to optimise individual and group sport motor programmes and prevent a situation of interruption of attendance or withdrawal, with considerable personal and family psychological damage and repercussions.	
2) <i>The core</i> The core of the proposed methodology is based on a differentiated and integrated approach to the characteristics of the target group: differentiated, meaning it is based on specific aptitudes of the various ages and the characteristics of the involved subjects; integrated and included because there will be additional training for accompanying teachers, aimed at updating and increasing levels of knowledge, competence and individual skills of help, empathy, sharing and peer collaboration. The motor-sports programme will be completely free to overcome and eliminate barriers of economic educational poverty that may hinder the approach to the sport. Just as living in the city centre or the suburbs will not be a selection for sports inclusion	

### Innovative aspect of the methodology

Innovative is the use of the Feuerstein method for children. It is an educational technique, focused on the cognitive modifiability of each individual, that is on the ability of the human being as such to change the very structure of its cognitive functioning to adapt to any types of situations, thanks to a series of voluntary and conscious acts guided by a specialized trained person (a.k.a. the mediator). Another characteristic of the proposed methodology is the involvement in the activities of neurotypicals or peers without physical disabilities in comparison to disadvantaged or impaired children: this circumstance is dictated by the need to stimulate inclusive strategies. Also, since the purpose is to create a methodology as a way of inclusion and socialization through the vehicle of sport, some support will be given for the transportation of children and athletes in need to reach the venue and no or few possibilities to do that (need of appropriate tools for transportation, economic disadvantages of families, etc.).

### Human resources:

Instructors will support the various groups intended as both neurodivergent or disabled and neurotypical and non-disabled swimmers, as well as operators of different sex and in interchange, between the incoming and outgoing groups, providing to swimmers pre- and post-swim activities. An assistant at the front office will take care of the entrances and exits, and a secretariat will provide coordination and contacts for the daily organization.

It will be essential to coordinate the various stages to ensure and adopt every caution and/ or precaution so that the service is carried out with constancy and punctuality.

### **Objectives/Impact:**

#### General objectives:

- development on the territory of professionals engaged in inclusive sports for disability,
- promotion of basic sports,
- remotion of factors of fragility and of economic discomfort of obstacles to sports activity
- sport as prevention of social exclusion and promotion of inclusive culture;
- promotion of the overall well-being of the group, person and the family

#### Specific objectives:

- promoting physical and motor activity to combat hypo-mobility,
- use and improve "adapted swimming technique" for more severe disabilities,
- promotion of overall bio-psycho-social well-being of the person and the family, regardless of the country they belong to,
- awareness of the practice and the advantages of motor practice and sport,
- secondary and tertiary disability prevention,
- promotion of motor activity for obese, chronically ill and/or with cancer.

#### Impact:

The impact of the *I'm going too* project is:

- innovated swimming methodologies;
- increased quality of technical and sports interventions,
- improved adapted swimming technique, self-realization and self-efficacy of the people involved;
- increased opportunities for socialization;
- expanded physical-motor-sports offer;
- higher consciousness of healthy lifestyles through sports practice.

#### Limitations/shortcomings:

One potential limitation of inclusive swimming lessons is that they may be unsuitable for all types of disabled swimmers. Indeed, some individuals may require more specialized support or resources and may benefit from one-on-one instruction or more intensive programs. In addition, there may be financial or logistical barriers to accessing inclusive swimming lessons, particularly for people living in rural or remote areas. Finally, there may be gaps in instructor training or resources, particularly in areas where inclusive swimming lessons are less common.

**Relevance to INCLUSION RELOADED:** Every element suggested in the previous list is to be considered a good example to be retained for theoretical and practical implementations in the INCLUSION RELOADED consortium since it has been based on actual practices needed to include and teach each child according to their personal needs and abilities. Being part of this project, our aim is to share our best practices and methods, and to learn from other countries in order to perfect our approach to a more inclusive sport.

#### A KICK TO DISABILITY

<p><b>Website:</b> not applicable</p>	<p><b>Social media link(s) or links to videos (if applicable):</b> <a href="https://www.facebook.com/anffasonlus.ortanova/?locale=it_IT">https://www.facebook.com/anffasonlus.ortanova/?locale=it_IT</a> <a href="https://www.facebook.com/RealSiti2015?locale=it_IT">https://www.facebook.com/RealSiti2015?locale=it_IT</a></p>
<p><b>Leading organization/Author:</b> BEYOND BORDERS ETS in cooperation with A.N.F.F.A.S.</p>	
<p><b>Funding body: /</b></p>	
<p><b>Target group(s)/Beneficiaries:</b></p> <ul style="list-style-type: none"> <li>• individuals with physical, mental and or sensory disabilities and individuals with autistic spectrum disorders</li> </ul>	
<p><b>Description:</b></p>	

The sports dimension may represent for all a chance of success, but for mentally disabled people with difficulties at a cognitive level, particularly at the level of abstraction, it represents a fundamental field of valorisation, since it is linked to the experience of the physical body. Priority is given, especially in the first part of our approach, to team games where relational possibilities with teammates are increased.

Observing children in these first moments of mutual knowledge (also by the operators) is a good strategy for the identification of game proposals suitable for their specific situations.

In addition, the key feature of a team game is the sense of collaboration between players, and the feeling of being part of a chain in which each link is important and brings its contribution to the major goal of the victory. For this and other reasons, the choice is to focus on a football school in which no one would run the risk of feeling a "weak link", in the case of boys less able than others.

The feeling of belonging to the group or team is a source of enormous satisfaction and pride, regardless of the performance provided and such a great achievement to increase their self-esteem if experiencing cooperation and the personal contribution to shooting a winning goal.

Starting from the motor activity in general with the various basic motor schemes, we arrive at the fundamentals of football, where shooting, passing, ball control and dribbling constitute the essence.

The means "ball" allows to improve relational qualities and simplify them, decreasing fears for the activity itself. Also, some adaptations are required, in order to allow everyone to participate in the activities that bring strength and resistance. Here are the following examples:

- Reduce distances if you have to throw the ball;
- Lower the centre of gravity;
- Deflate the ball a bit if you have to grab it;
- Reduce the active time or points needed to win;
- Increase rest breaks;
- Use frequent spins during play or establish replacements;
- Reduce the speed of the game.

From the point of view of the teaching method we need to remember:

- The overall method, preferable with relatively simple skills or consisting of a few elements;
- The part method, used with subjects who can only focus on small tasks or when the executive difficulties are greater;
- The progressive method, is useful for complex skills.

Mutual adaptation processes and training factors allow everyone to live in full satisfaction with the sport practiced.

By using such a method of observation and paying attention to body language and in general non-verbal communication attitudes, individual interventions will be evaluated for each individual athlete.

Pure motor activity will be accompanied by a path of autonomy.

The disabled person will be helped to:

- take care of themselves, their equipment and the team;
- manage relationships with coaches, educators and teammates;
- maintain and remember commitments;
- for the older ones, manage to reach the playing field independently, so a small approach orientation.

#### Implementation:

We cannot define exactly the number of phases and their duration. Much depends on the circumstances. However, it is important to provide certain starting points and of arrival in order to determine the development of the course.

#### *Phase number 1:*

It will be a phase entirely dedicated to the knowledge of the environment (from the changing rooms to the field plant). Knowing how to move in the space of action involves understanding the commitments that everyone must absolve: dress in the dressing room within certain times, know where to perform certain exercises, know and manage certain sports equipment, etc.

The set of these activities will be preparatory to the acquisition of the first schemes of the game. During this period, the able-bodied will come into contact with disabled children in an informal and not cadenced way to start to familiarize themselves, make friends and foster empathic relationships. There will also be moments of play without any technical pretensions.

At the end of this phase practical tests will be filled out to get a picture of the reached abilities.

#### *Phase number 2:*

As for the able-bodied, even the disabled will follow the program of the football school, obviously being adequate in the ways and times according to their possibility. In this phase, the first inclusion interventions will be carried out gradually.

The exercises and activities of the game in general will be oriented to the development of:

- spatial/temporal orientation, body scheme development, lateralization;
- basic motor skills (running, crawling, throwing, jumping);
- oculus/manual ability, neuromuscular reactivity, motor dexterity;
- dynamic balance, lower limb strength;
- spatial orientation ability, motor speed spatial orientation, neuromuscular reactivity, speed;
- ability to collaborate, space/time orientation, neuromuscular;
- reactivity;
- motor anticipation, ability to collaborate.

At the end of this phase tests and questionnaires will be filled out to get a picture of the reached abilities.

### *Phase number 3:*

In this phase, we will continue with the consolidation of the activities carried out during the second phase, integrated into small internal tournaments which all parents can attend. It will also be a phase of concrete publicity of the project. With the consent of parents, we will try to inform the city of our initiative and we hope for the encouragement of this initiative at other sports centres in the city.

Small public events of a sporting nature will be promoted to bring out the need of the intellectually disabled to live moments of "healthy" desire to perform before an audience.

### Human resources:

The professional figures that make up the project staff are:

- pedagogist and coordinator of socio-educational activities;
- psychologist;
- specialised, multipurpose teacher;
- physiotherapists;
- instructors;
- assistants.

### **Objectives/Impact:**

#### Objectives:

- Promoting integration between disabled or neurodivergent children and neurotypical children through sport;
- Improving the social, relational and communicative skills of disabled children;
- Promoting cognitive development linked to motor activity;
- Promoting motor development;
- Improving functional skills through sports practice;
- Increasing the self-esteem and sense of self-effectiveness of disabled children;
- Promoting personal autonomy through personal care and material;
- Raising awareness of disability among able-bodied children, parents and the community;
- Offering families of children with disabilities an opportunity to get out of social isolation;
- Spreading knowledge of the positive effects of sport on disabled people.

#### Impact:

- Motor Development: improved motor skills over time;
- Cognitive Development: increased ability to maintain attention and concentration;
- Social and Relational Development: improved social and relational skills;



- Personal autonomy: developed sense of personal responsibility- from total dependence on parents to be able to wash and change themselves alone;
- Physical Well-being and Psychological development: increased enthusiasm and joy in carrying out activities.

### Limitations/shortcomings:

While including people with mental disabilities in football, activities can have many benefits, there are also limitations and gaps to consider. Here are a few examples:

- Lack of tailored support: football activities may not always provide sufficient support for people with different mental disabilities (i.e., people with autism spectrum disorders may have different support needs than those with intellectual disabilities or mental health conditions which can limit the effectiveness of these activities in promoting mental health and well-being).
- Limited research: while there is some research on the benefits of including people with mental disabilities in football activities, there is still a lack of rigorous evidence on the most effective approaches and outcomes. This can make it difficult to evaluate the impact of these activities and identify areas for improvement.
- Stigma and discrimination: people with mental disabilities may face stigma and discrimination in the broader community, including in the context of sports and physical activity. This can create barriers to participation and limit the social and emotional benefits of these activities.
- Safety concerns: football activities can involve physical contact and potential risks of injury, which may be more challenging for people with some types of mental disabilities. Ensuring appropriate safety measures and support are in place for all participants is crucial to avoiding harm and promoting enjoyment and well-being.

**Relevance to INCLUSION RELOADED:** Every element suggested in the previous list is to be considered a good example to be retained for theoretical and practical implementations in the INCLUSION RELOADED consortium since it has been based on actual practices needed to include and teach each child according to their personal needs and abilities. Being part of this project, our aim is to share our best practices and methods and to learn from other countries in order to perfect our approach to a more inclusive sport.

Of course, some examples of good practices in sports for football and the inclusion of neurodivergent people activities could be relevant, such as providing clear and structured instructions to individuals with neurodivergent conditions and usually struggling with processing information quickly. In this sense, coaches and organizers will aim to provide clear and structured instructions to ensure that everyone understands what is expected of them. Also creating a welcoming environment is essential for the inclusion of people with neurodivergent conditions. This can be achieved by creating a positive and supportive atmosphere, treating everyone with respect, and avoiding discrimination or stigmatization. Modifying drills and exercises is another point, for some neurodivergent individuals may have physical or cognitive limitations that prevent

them from participating in certain exercises. Providing visual aids such as diagrams or videos can be helpful for neurodivergent players who may struggle with verbal instructions. Coaches and organizers can use visual aids to explain drills, techniques, or tactics in a way that is easier to understand, exploiting some characteristics of their different abilities such as creativity and the ability to learn detailed instructions and procedures. Finally, it's essential to educate teammates and coaches about neurodivergent conditions, including how to recognize and support individuals with these conditions. This can help create a more inclusive and supportive environment for everyone involved in football.

## YOGAME

### Website:

<https://www.facebook.com/search/top?q=educazione%20benessere>

### Social media link(s) or links to videos:

<https://www.youtube.com/watch?v=z2UQ5-cVHjsps://www.youtube.com/watch?v=5XCQfYsFa3Q>

### Leading organization/Author:

BEYOND BORDERS ETS in cooperation with Educazione Benessere

### Target group(s)/Beneficiaries:

- Primary school pupils, specifically with difficult family situations and at risk of early school leaving.

**Description:** The activity consists of two phases.

#### First phase "Conscious Breathing":

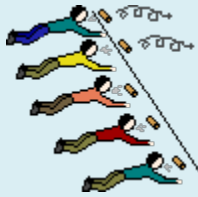
The conscious self is able to perceive the identity of the self in a global way, and with a sense of fullness and incontrovertible possession, only when it is able to regain the ability to breathe consciously. Our spontaneous habit of entrusting breathing to unconscious impulses at the spinal level has moved us away from this ability. In Yoga, we can find confirmation of the educational importance of conscious breathing that allows body relaxation and mental calm by increasing our perception skills and through playful breathing exercises you can achieve empowerment diaphragmatic, thoracic and pulmonary.

**Competences:** performs respiratory explosions (maximal respiratory murmurs) for diaphragmatic, thoracic and pulmonary enhancement, in exercise play.

- 1) Game of racing cars.

Let's get the cardboard cylinders of the rolls of toilet paper and ask children to customize them, with collages of paper sheets or with felt-tip pens, as if they were F1 cars (Ferrari, MacLaren Mercedes, Williams, Renault, Toyota, BMW Sauber...). Each child lies beyond a starting line and

challenges his companions to a roll-car race: the winner is the one who, in a single blow, manages to push his car farther.



- 2) The children are lying on the ground, supine, with their face covered by a paper handkerchief. With a single blow they must try to remove it from their face.



- 3) We suspend an air balloon using a nylon thread. We ask the children to blow the balloon as high as possible.



*Competences:* performs successive respiratory explosions with maximum breath dynamics control.

- 1) Let's get sheets of light cardboard, straws (straight and long) at least one for each child, and well-diluted tempera colours or, alternatively, inks (but they cost a little! and dry quickly). Children blow the colour on the sheet composing figures to their liking; they can perform as many puffs as they want. At the end of the game exercise, you can give the projective interpretation of the spots.



*Competences:* performs respiratory seals suitable for the gradual control of the diaphragmatic action.

- 1) We sit or kneel in a circle. Let's make a deep inspiration and then, at the teacher's start, all the children vocalize an OOOOOOOH not excessively loud. Winner, in fact, can prolong the vocalization for longer, of course without taking the air.



- 2) The colour game: we need markers and transparent paper glasses, full of water in half. Each child will choose a coloured felt-tip pen. Let's remove the cap on the back of the marker; then we ask to dip the tip of the marker in the glass. With long puffs, children will colour the water of the glass producing different, increasingly intense colour gradients. They can then experiment with a mixture of colours, dipping another marker in the same glass: they will discover the primary colours and derivatives.



- 3) The game of the Good Shepherd. Children must bring the sheep back to the fold, that is, they must push ping pong balls, or other material, even heavier, inside a box. The position of the body on the ground must be prone. The following exercises tend to draw the child's attention to the various possibilities of carrying out respiratory acts, sensing the difference between thoracic or diaphragmatic, nasal or buccal breathing, in one or more times.



*Competences:* performs conscious breathing acts using various body segments.

- 1) We invite the children to lie down on their back, to put their hands on the tummy and to breathe, making it lift during inspiration and lower during exhalation.



- 2) The same exercise as before, but with a boat on the belly that implements a perceptive reinforcement of the respiratory act and the body segment involved.



- 3) This time the children rest their hands on the chest: they must breathe by lifting the chest in the inspiratory phase and lower in the expiratory phase.



Second phase "ASANAS (Yoga Positions)": Through the dramatization of a fairy tale and a musical background, the "asanas" are practised, i.e., the yoga positions suitable for the development phase of children in a harmonious climate, serene and full of pure and simple fun where everyone is free to express themselves freely.

Here are some "yoga animal poses" that can be useful to build up a story:



**Methodologies used:** Playful methodologies and group work techniques (Cooperative learning, tutoring, modelling, constant positive reinforcement), relaxation techniques, guided visualization techniques, dramatization and role-playing (Fairy tales with the insertion of positions). It is important to be supported by trained professionals in holistic disciplines.

**Objectives/impact:**

### Objectives:

- Promoting inclusive educational-educational paths based on laboratory methodology;
- Gaining more awareness of one's body in space (control and correction of wrong postures);
- Experiment and perfect individual static positions (balanced strengthening of muscle tone, flexibility, coordination, strength);
- Learning and memorizing dynamic sequences;
- Improving motor coordination;
- Refining body expression;
- Experiencing listening and breathing control (abdominal, thoracic, clavicular and complete breathing);
- Discover a wonderful world within oneself.

### Impact:

- Developed self-control and discipline;
- Increased concentration and relaxation thanks to techniques aiming to know and understand emotions;
- Improved ability to relate and collaborate with the group;
- Stimulated imagination and creativity.

### **Material:**

Cardboard cylinders of the rolls of toilet paper, paper handkerchief, air balloon, nylon thread, sheets of light cardboard, straws (straight and long), diluted tempera colours, markers, transparent paper glasses, ping pong balls, yoga mats.

**Relevance to INCLUSION RELOADED:** This good practice is born from the awareness of having and being able to intervene in a targeted way by supporting the educational, psychological, relational and social difficulties of the pupils by offering them and their families adequate services, thereby improving the quality of their lives. The aim is to offer the most difficult pupils the opportunity to recover those relational skills that are both a prerequisite for learning and a decisive element for healthy and mature citizenship. These workshops are intended for interclass groups, classes for specific class projects, and for students with certain momentary difficulties that require a short period of relaxation from traditional teaching activities. The activities, however, take place in the full sharing of experiences. There is a lot of work on individual and group empowerment, collaboration and on the habit of mutual help, and the finalization of the commitment taken when you are accepted to participate in the activities. This is based on activities that involve the motor and sensory organs (sight, touch, hearing, etc.) and allow children to learn to listen to themselves from within and to pay attention to the onset of body sensations, observing their development and becoming aware of the transformations that these can produce. In addition, the purpose of this practice of yoga is also to strengthen the individual identity of children, strengthen their character and learn to manage internal conflicts instead of avoiding them, thus also strengthening their willpower. Yoga is physical and mental well-being, it is discovering and accepting to find the way to full realization because it has as its goal the achievement of body awareness as a starting



point to increase self-esteem and inner balance. Yoga for children is first of all game and healthy movement. These suggested yoga sessions, indeed, focus on the exercise intended as a game or fairy-tale, through which forms the child manages to mature cognitive skills, emotional and social, experiencing emotions and sensations in a playful sphere that will be of great help in dealing with similar situations and perceptions of reality, which will be experienced with greater mastery of themselves and their inner world, feeling more confident and centred.

### ORIENT – Young explorers re-discover local communities through orienteering



**Website:**

<https://orientproject.eu/>

**Social media link(s) or links to videos:**

<https://www.facebook.com/orientproejct>

[https://www.youtube.com/embed/liM0\\_jqTz4Y?feature=oembed](https://www.youtube.com/embed/liM0_jqTz4Y?feature=oembed)

**Leading organization/Author:** Erasmus + Sport project coordinated by CESIE

**Target group(s)/Beneficiaries:**

- Marginalized youth
- Students in Physical Education
- PE Teachers and coaches

**Description:** The ORIENT project seeks to use orienteering as a sport to promote inclusion for marginalized youth. With this regard, a curriculum was developed. It is designed to be a learning tool for trainers who want to incorporate orienteering into their work with young people and plan orienteering events to promote social inclusion and cohesiveness among various social and cultural groups of children who are at danger of social exclusion as well as individuals with motor impairment. The curriculum seeks to support sports instructors and CSO employees to not only put orienteering activities into practice, but also put a focus on inclusivity. The curriculum is based into three sections: *Orienteering, the basics and opportunities; Building inclusive environments; Mapping for inclusion, from location to action.* Overall, the project showed that orienteering can be used to promote the social inclusion of the following group with specific requirements:

- **Young people with disabilities and special needs:** some forms of Orienteering can be performed by them with minimal or no modifications. Trail Orienteering (TrailO) is a version of competitive orienteering that enables people of different motor impairments to participate as the emphasis is put on the puzzle solving aspect of the sport and chosen sites are accessible wheelchairs and to anyone with limited mobility. This form of orienteering is based, unlike other forms of orienteering, on a set route to follow and map reading is rendered way harder so as to value precision above speed. Participants are



required to focus on their map reading and navigational skills to find the correct control points amongst several that can be found at one unique site. Thus, where the emphasis is put on time in traditional orienteering, trail orienteering focuses on finding the one exact control point that matches the description and position. Athletes with physical disabilities can compete alongside non-disabled athletes in TrailO.

- **Young people with migrant background:** to them Orienteering can be a special chance to meet new people and get to know their host city. Through sports activities, they can learn about the neighbourhood and its culture, meet individuals from all backgrounds, and expand their local networks.

In the implementation of the project, CESIE chose to focus on individuals who are at danger of social exclusion – amongst which young people with migrant backgrounds - and involved students from the Faculty of Sports of Palermo to get trained with the methodology. Students put into practice the acquired knowledge by proposing a series of orienteering activities to a group of young people composed of unaccompanied minors and students from the Base Camp, an after-school educational facility for students from highly diverse socio-cultural and study backgrounds located in the historical popular neighbourhood of Ballarò in Palermo. The methodology has since then been used in other projects as an activity seeking to foster social cohesion and by extension social inclusion.

#### Objectives/impact:

##### Objectives:

- to improve the capacity of sport instructors and employees of civil society organizations to promote social inclusion through orienteering as a grassroots sport;
- to promote social inclusion and participation of disadvantaged young people by using orienteering as a multigoal activity;
- to increase the importance of sport as a tool for inclusion among local communities, stakeholders, and policy makers.

##### Impact:

- ORIENT has provided youth and other community members with real opportunity to use orienteering to learn new skills and strengthen social ties.
- ORIENT has improved the capacity of employees of civil society organisations and sports bodies to promote ownership of shared values and engagement.
- ORIENT has contributed to increasing the understanding of the significance of sport as an instrument for inclusion that may encourage participation and solidarity as well as cohesion and inclusion policies among local communities, stakeholders, and policy-makers.

#### Material:

- Organizing: topographical map or participatory map
- Implementing: Baseplate compass; topographical or participatory map with designed itinerary; Control Point; Control Cards.

**Group size:** Orienteering per se does not rely require a minimum of participants. However, in order to play its role of social inclusiveness a minimum of two participants should compose each team but it is highly recommended to have around four to five participants per team. The number of team is not limited as teams can have diverse itineraries and different starting time.

**Preparation:**

- Assess the challenges for inclusion that are faced by youth in the given context and adopt an approach to orienteering based on that assessment.
- Assess your ability to create an inclusive environment for the young participants.
- Finding the proper area in which you want the competition to take place (proper area is chosen based on the profile of participants).
- Elaborating and creating the maps (if one chooses to resort to *participatory mapping\**, they have to organize a workshop with participants prior to the orienteering competition).
- Preparing all material for the competition day (baseplate compass, map, control point and control cards).
- Disposing all control points on competition day.

What is *participatory mapping*?

*Participatory* mapping depicts the community's tangible and intangible cultural assets and helps in defining the community's history, culture, values, beliefs, and customs, as well as its overall identity. In fact, a participatory map offers a singular visual representation of what a community views as their place. It depicts the area in which they reside and highlights features that the community views as significant, such as monuments, locations with street art, cafes or bars, parks, and so on. Participatory mapping is inherently inclusive as it embodies a truly participatory process, it allows to take into account the needs, interests and goals of participants and it presuppose to understand the socio-cultural, political and economic context of the community. In addition, it enables to realize how, within the same community, socio-cultural and economic factors influence the element that are deemed important for each individual.

**Relevance to INCLUSION RELOADED:** This activity is relevant to Inclusion Reloaded as it can be used as a physical team building activity for any other sport. Orienteering requires teamwork and thus bonding with others and improving communication skills. Through task cohesion it fosters social cohesion which by extension fosters social inclusion. In addition, orienteering can be adapted in many ways to create a course that is accessible and suits the specific needs of each individual taking part.

**Women S.C.O.R.E – Social Inclusion Of REFugee**

**Website:**

<https://www.womenscore.eu/about/>

**Social media link(s) or links to videos:**

[S.C.O.R.E Facebook page](#)

[CESIE post S.C.O.R.E](#)

**Leading organization/Author:**

- Organization Earth (coordinator)
- CESIE
- Eleven Campaign
- FOPSIM
- Girl Power Organization

**Target group(s)/Beneficiaries:**

- Women with a migration background -amongst which refugee women – and, by extension, any member of the community they live in.

**Description:** The project Women S.C.O.R.E focuses on the belief that enlightened sport trainers and coaches can play a key role in the social inclusion of women with a migratory background through sport. As a matter of fact, Women S.C.O.R.E has sought to build up a line of communication between women who have a migration background - amongst which refugee women - and sports professionals, using sports as a catalyst for social inclusion. With this regard, efficient practices that encourage female participation in neighbourhood grassroots sporting events were gathered to create a *Report on good practices for migrant and refugee women' participation in sport activities.* Additionally, an online *Capacity Building Webtool* targeting sport trainers and coaches and based on the five following modules was created: *The refugees' circumstances and female minorities; Cultural and religious characteristics; Methodological expertise in the management of legal and psychosocial issues; Communication skills and Language barriers; Establishing networks and cooperation.* It is available in PDF and YouTube videos. The aforementioned webtool seeks to provide the necessary elements for sports trainers and coaches to have a better understanding of the circumstances and needs of women with a migratory background and thus enable them to not only create a secure environment for the growth of respect and tolerance for one another but also addressing concerns related to prejudice and xenophobia. During the piloting phase of the project which lasted for a total of 30 hours, sports trainers received training on diversity and the inclusion of underrepresented groups. As a follow-up a series of intercultural sports meetings were organized in order for sport coaches and trainers to put into practice the newly acquired knowledge.

**Objectives/impact:**

- Encourage adult migrant and refugee women to have a feeling of shared identity and belonging with the community where they live;

- Improve their interpersonal, cooperative, time management, problem-solving, leadership, and other soft skills;
- Find effective ways to engage migrant and refugee women in sports while also fostering tolerance, solidarity, and cooperation;
- Train sport coaches and trainers to encourage conversation and exchange, manage diversity, advance social inclusion, and so combat discrimination.

**Relevance to INCLUSION RELOADED:** Relevant to the INCLUSION RELOADED project is the online course that was developed with the objective to equip sports teachers and coaches to understand the circumstances of women from migrant backgrounds in order to understand their needs and create an environment conducive to their inclusion. A similar course that includes other specific thematic to which coaches and trainers should be made mindful and aware of such as all forms of discrimination related to sexual orientation and gender identity, racism etc.

### Mediterraneo Antirazzista

**Website:**

<https://associazionehandala.org/progetti/mediterraneo-antirazzista/>

**Social media link(s) or links to videos (if applicable):**

[Facebook page](#)

**Leading organization/Author:** Associazione Handala

**Target group(s)/Beneficiaries:**

- Children living in deprived areas;
- Adults living in deprived areas;
- Migrant communities;
- Asylum seekers and refugees living in reception centre.

**Description:** Mediterraneo Antirazzista is a sporting event that first took place in Palermo in 2008 and has grown to take place in other Italian cities (Catania, Lampedusa, Naples, Rome, Genoa, Milan). It is a non-competitive sports tournament that takes place during two months and is constituted of two main steps: (1) neighbourhood tournaments that take place in different neighbourhoods every weekend and (2) the final tournament that takes place for several days and gathers all teams from the different neighbourhood tournaments for a big encounter in one unique sports field of the city. Sports that have been played during the tournaments are football, volley-ball, basket-ball, cricket (sports played are subject to change each year, so all of them are not played in each edition of the Mediterraneo Antirazzista). Different genders can play in the same team and games are not controlled by referees, but rather self-refereed so as to promote individual responsibility and fair-play. The only point of contact are timekeepers who are in charge of checking game duration. The organization of the

event involves a local network of associations, committees, community centres and citizens which are in charge of managing the project activities in each neighbourhood. During the month preceding the neighbourhood tournaments, the local partner organizations coordinate grassroots initiatives in the different neighbourhoods of the city in which they not only reclaim abandoned areas to convert them into areas for sport and play that will be used for the tournament, but also raise awareness in the community to invite inhabitants to use and take good care of public sport facilities in the city. The event extends to include art exhibitions, concerts, intercultural parties and debates aimed at promoting diversity.

#### Objectives/impact:

- Promote intercultural relations between people of different origins living in the city using sporting activities;
- Transmit values such as solidarity, respect for rules, self-awareness, cooperation, and overall, using sport as a tool for social inclusion;
- Rediscover the educational and social value of sport against its competitive and economic dynamics;
- Promote active citizenship by involving locals who started as participants and now take care of project management issues;
- Allow people with different cultural backgrounds living in different parts of the city to meet and share their stories and experiences.

**Material:** For the reconditioning of abandoned sport areas, material needed can be really diverse depending on the situation (i.e., volleyball nets and balls, football goals and balls, basketball basket and ball, cricket set).

**Group size:** Not relevant as each tournament can be adapted according to the number of teams that register.

**Preparation:** Create schedule of games after team registration deadline.

**Instructions:** As it is a non-competitive event that is self-refereed, it is crucial to brief all participants on fair-play before starting the tournament.

#### Relevance to INCLUSION RELOADED:

There are two elements that can be really useful in the framework of the INCLUSION RELOADED project:

- Self-refereeing as a method to promote fair-minded and truthful behaviours as it entails speaking out when you believe a rule has been breached, conversing with and listening to your opponent. Integrity is crucial to the promotion of inclusion;

- Creation of a network of local organizations that work together to promote inclusion in the city as the impact on the local population can expand to a greater number of people.

## ❖ Portugal

<b>Desporto para Todos</b>	
<b>Website:</b> <a href="https://ipdj.gov.pt/desporto-para-todos">https://ipdj.gov.pt/desporto-para-todos</a>	<b>Social media link(s) or links to videos:</b> not applicable
<b>Leading organization/Author:</b> Portuguese Institute of Sports and Youth	
<b>Funding body:</b> Portuguese Institute of Sports and Youth	
<b>Target group(s)/Beneficiaries:</b>	
<ul style="list-style-type: none"> <li>• Minorities;</li> <li>• People with disabilities;</li> <li>• All genders and elder people.</li> </ul>	
<p><b>Description:</b> “Desporto para Todos” is an initiative of the Portuguese government that aims to promote the practice of physical and sports activities for people of all ages and genders. The project works to eliminate barriers to participation in physical and sports activities, promoting gender equality and encouraging the participation of women in sports activities.</p> <p>One of the main goals of the “Desporto para Todos” Project is to create conditions for all people to play sports in a safe and inclusive way. They work to promote equal access to public spaces and sports facilities, such as parks and recreation areas, and to adapt these spaces and facilities so that they can be used by people with disabilities or reduced mobility.</p> <p>The project also offers specific programs for women and girls, with the aim of encouraging their participation in sports activities and reducing gender inequality in sport. These programs offer activities that are tailored to women's needs, including gymnastics, yoga, dance, and other sports classes.</p> <p>In addition, it promotes social inclusion through sport, offering programs and events that encourage the integration of people from different backgrounds and abilities. They work in partnership with civil society organisations and other entities to promote social inclusion through sport, including projects that help combat social exclusion and marginalization.</p> <p>The Project has been a success in Portugal, promoting social inclusion and gender equality in sport. By offering programs that are inclusive and tailored to everyone's needs, the project has</p>	



helped create a more welcoming and inclusive environment for people of all ages, abilities, and genders. As a result, more people are participating in physical and sports activities across the country, improving their health and well-being and building stronger, more integrated communities.

**Relevance to INCLUSION RELOADED:** The “Desporto para Todos” project can share its experiences, knowledge and good practices to help developing effective strategies to promote inclusion and equality in sport. It can also provide resources and guidance on how to adapt sports facilities to make them more accessible, how to create inclusive programmes for people of different abilities and how to involve more women and girls in sporting activities.

**Andebol for All**

**Website:** <https://portal.fpa.pt/competicoes/andebol-4-all/> **Social media link(s) or links to videos:** <https://pned.ipdj.gov.pt/projetoandebol4all>

**Leading organization/Author:** Handball Federation of Portugal

**Funding body:** Handball Federation of Portugal

**Target group(s)/Beneficiaries:**

- People with disabilities.

**Description:** “Andebol 4 All” is an innovative project that seeks to promote social inclusion through sport, in particular, handball. Developed by the Handball Federation of Portugal, the main objective of the project is to make the sport more accessible and inclusive for all people, regardless of age, gender, ability or social origin.

“Andebol 4 All” project offers a variety of programs and activities that aim to involve people of different ages and abilities in sports activities, promoting inclusion and equality. One of the main programs of the project is Adapted Handball, which offers training and competitions for people with physical and intellectual disabilities. “Andebol 4 All” also offers programs for youth, women and seniors, seeking to make the sport accessible and inclusive for all.

In addition, “Andebol 4 All” promotes the training of coaches and referees to ensure that everyone involved in the sport has access to quality training and development opportunities. The project also works closely with schools, clubs and other organisations to promote the sport and provide opportunities for all those interested in handball.

“Andebol 4 All” is an inspiring example of how sport can be used as a powerful tool to promote social inclusion and equality. By engaging people of all ages and abilities, the project helps create a more united and supportive community that values diversity and inclusion.

**Relevance to INCLUSION RELOADED:** The Handball Federation of Portugal, responsible for the “Andebol 4 All” project, has resources, experience and knowledge that can be shared with other projects. The coaches, referees, volunteers and others involved in the project have skills and knowledge that can be valuable to other projects, especially those seeking to work with people with disabilities or other minorities.





## SURFaddict

**Website:** <https://www.surfadaptado.pt/>

**Social media link(s) or links to videos:**  
<https://www.facebook.com/SurfAdaptadoPortugal/>  
[https://www.instagram.com/surfaddict\\_oficial/](https://www.instagram.com/surfaddict_oficial/)

**Leading organization/Author:** Portuguese Association of Adapted Surfing

**Funding body:** Surf Federation of Portugal, Cascais Municipality, Roxy Portugal, O'Neill Portugal, Santa Casa da Misericórdia of Lisbon

**Target group(s)/Beneficiaries:** People with Disabilities and people with less opportunities

**Description:** "SURFaddict" is a social project that aims to promote social inclusion and equality through surfing. Founded in 2016, the project is based in Portugal and works with people of all ages and backgrounds, including at-risk youth, people with disabilities, refugees and other marginalised groups.

The project uses surfing as a tool to help people overcome their personal challenges, increase their self-esteem and self-confidence, develop social and leadership skills, and adopt healthy habits and an active lifestyle. "SURFaddict" offers programs and activities tailored to the needs of each group and individual, including surf lessons, surf therapy, surf camps, coaching sessions, and social events.

In addition, "SURFaddict" works closely with several local and international organizations to support social inclusion and equality through surfing. The project is also an active advocate for environmental sustainability and is committed to protecting beaches and the marine environment.

"SURFaddict" has achieved remarkable results since its inception. The project has helped people overcome their limitations and challenges, and many participants have reported significant improvements in their mental and physical health, social skills, and self-confidence. The project has also had a positive impact on local communities, promoting social cohesion and intercultural understanding.

In addition, Surfaddict has inspired and influenced other projects around the world that use surfing as a tool for social inclusion and equality. The project has shared its best practices, resources and experience with other organizations and has collaborated with similar initiatives in several countries.

**Relevance to INCLUSION RELOADED:** “SURFaddict” is an example of a successful project that aims to promote sport as a form of personal and social development. Their approach can be adapted to other sports, as well as to other communities and populations, such as people with disabilities, the elderly or children at risk. Also, “SURFaddict” has a strong presence in social networks and digital media, which can be used to promote other sports, health and wellness initiatives and projects. The “SURFaddict” team can also provide guidance and technical support to help other projects establish their activities and achieve their goals.

### Hemsball Rising Sun on Autism

<b>Website:</b> <a href="https://sportevolutionalliance.com/hemsball-rising-sun-for-autism-2/">https://sportevolutionalliance.com/hemsball-rising-sun-for-autism-2/</a>	<b>Social media link(s) or links to videos:</b> <a href="https://www.youtube.com/watch?v=7FIRFEFLatg">https://www.youtube.com/watch?v=7FIRFEFLatg</a> <a href="https://www.youtube.com/watch?v=UY55XCpUvi4">https://www.youtube.com/watch?v=UY55XCpUvi4</a>
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**Leading organization/Author:** Aydin Youth

**Funding body:** European Commission

**Target group(s)/Beneficiaries:**

- Young people with autistic spectrum disorder

**Description:** The main idea of this project is to introduce a brand-new sport Hemsball which isn't known in Europe and share pre-study results showing the beneficial effects of Hemsball on children with ASD (autism spectrum disorder). Hemsball enhances an innovative approach in studies as being a brand-new sport branch which can be played everywhere, at every age by everyone.

The main objectives of this project are to enhance Hemsball to create a brand-new vision in Europe, to create a e-guide book using all the information gathered in the studies and training sessions and to create a synergy between the countries working together on encouraging autistic children to be involved in sports and help them to be successful at sports.

With this project, the consortium look to contribute to resource mobilization for research on public health aspects of ASDs and other developmental disorders, facilitate the engagement of local communities, including local academic institutes and the uptake of research findings, contribute to enhancing and raising international awareness about the needs of children with ASD and contribute to and support evidence generation, by informing and participating in research in partnership with research institutes and international organisations.

In this project all partners are working equally by carrying out training for the target group autistic children. Each partner works with 4 volunteer trainers and each trainer works with two autistic children individually two hours a week for 4 months. In order to evaluate the process benefits there's a measurement section before and after the training section. The measurements of the children's abilities are taken with a certified technique Bruininsky-

Oseretsky by measurement experts. Pre-training, during-training and post training reports show the beneficial result of Hemsball to help development of their inefficient abilities.

**Relevance to INCLUSION RELOADED:** “Hemsball Rising Sun on Autism” can share its methods, knowledge and studies’ results to help the development of effective strategies. Its approach is also adaptable to other sports and the trainers responsible for the training sessions can share their experiences and support other projects with their knowledge.

## ❖ Serbia

### Physical exercise of children with autism spectrum disorders and peers without disabilities

**Website:**

<https://www.fsfv.ni.ac.rs/>

**Social media link(s) or links to videos:**

<https://www.facebook.com/fakultetsportanis>

[https://www.instagram.com/fsfv\\_nis/](https://www.instagram.com/fsfv_nis/)

[https://www.youtube.com/watch?v=U9ifEK\\_H80c&t=1093s](https://www.youtube.com/watch?v=U9ifEK_H80c&t=1093s)

<https://www.facebook.com/reel/1886806415005158>

**Leading organization/Author:**

Faculty of Sport and Physical Education, University of Niš, Serbia, prof. Bojan Jorgić, PhD

**Target group(s)/Beneficiaries:** Children with autism spectrum disorder and children with typical development

**Description:**

The participants all participate together in creating a training field (polygon) for the development of motor skills (strength, speed, agility, balance, precision, etc.). The polygon consists of several interconnected stations. Each station can be used individually for the development of a specific motor skill. The exercise stations are different and depend on the creativity of the participants and the assessment of the abilities of children with autism spectrum disorder (ASD). We will list some of the possible stations.

Station with hurdles

The participant/child with ASD has the task of crossing several (3-4) hurdles of children size. The hurdles can be crossed in different ways. Step with one foot and then the other, facing forward. Then step with one foot and then the other, moving sideways (side step). They can also jump over hurdles.

### Cones touch

Six traffic sports cones are placed at a distance of 2 meters in a zig-zag pattern. The participant/child with ASD needs to cross the training field as fast as possible, touching the cones with one hand and then the other. The mutual arrangement of cones can be different.

### Hula hoop jumps

Several hula hoops (example 5) are placed at a distance of 20 cm from each other. The participant/child with ASD is asked to jump from one hula hoop to another.

### Running from stick to stick

Two sticks are placed at a distance of 20 m from each other. The participant/child with ASD has the task of covering the given distance as quickly as possible.

### Bear walks from stick to stick

Two sticks are placed at a distance of 20 m from each other. The participant/child with ASD has the task of covering a distance of 20 m using the bear walk.

Depending on the abilities of the participants, exercise stations can be made easier or more difficult. For example, the height of the hurdles can be increased, then the distance between the hula hoops also can be increased, or the number of cones can be increased, etc. Visual support (first then board, countdown board, etc.) is used to increase the motivation to perform the exercises. Depending on the abilities of the participants/children with ASD, different prompts (physical, visual, and verbal) will be used.

### **Objectives/impact:**

- To acquire knowledge about the application of physical activities in children with autism spectrum disorders (ASD);
- To have more successful organization of physical exercise (physical activities and sports) for children with ASD;
- Development of motor skills;
- Improvement of social communication, and interaction skills of ASD children with the aim of improving their functionality.

### **Material:**

Visual support (countdown board, visual schedule), marker saucer or traffic cones, balls - different dimensions, medicine balls 1 to 2 kg, some kind of sticks, hurdles for children, hula hoop - size doesn't matter, discs floor marker).

### **Group size:**

The minimum number of participants is two (one-to-one ratio), the maximum is not specified. In relation to the type of physical activities and sports, the ratio can be several children with autism to one instructor/peer without disabilities or vice versa.

**Preparation:**

Preparation involves designing a physical exercise lesson for the development of motor abilities and skills in children with ASD. It includes written preparation of the lesson, preparation of props, and preparation of assistive technology/visual support (countdown board, picture schedule, etc.). Determining pairs of children in relation to ASD functionality and level of motor skills.

**Instructions:**

Practical presentation of acquired theoretical knowledge. Divide of participants into pairs or smaller groups. Assessment of a child with ASD for the application of physical activity. It includes an assessment of motor and cognitive abilities and way of motivation. The assessment involves choosing the physical activity or sport that will best suit the abilities of each person with ASD and the needs of their family. The organization of preparation for physical activity includes preparation of training field for the development of motor abilities and skills. Instructions for carrying out the physical activity (presentation of physical exercise with the use of appropriate props).

**Relevance to INCLUSION RELOADED:**

An example of a physical exercise class for children with ASD can serve teachers at school as well as instructors in sports schools in how to organize and implement physical exercise for these children with the help of their peers without disabilities, that is in a group with a larger number of children.

**Wheelchair basketball for people with/out physical disabilities****Website:**

<https://www.fsfv.ni.ac.rs/>

**Social media link(s) or links to videos (if applicable):**

<https://m.youtube.com/watch?v=1VXRaepzq88&feature=share>

<https://youtube.com/watch?v=MCHb4mjs3sU&feature=share>

<https://youtube.com/watch?v=xgvHnlk2n3g&feature=share>

<https://www.instagram.com/p/CmjgNZssou8/?igshid=NjZiM2M3MzIxNA==>

<https://www.instagram.com/p/CVPQ9a0M3VP/?igshid=NjZiM2M3MzIxNA%3D%3>

[https://www.youtube.com/watch?v=DUwtre9w\\_48&t=607](https://www.youtube.com/watch?v=DUwtre9w_48&t=607)

[https://www.youtube.com/watch?v=U9ifEK\\_H80c&t=1140](https://www.youtube.com/watch?v=U9ifEK_H80c&t=1140)

[s](#)

**Leading organization/Author:** Faculty of Sport and Physical Education, University of Niš, Serbia, prof. Miljan Hadžović

**Target group(s)/Beneficiaries:**

- People with/without disabilities;
- PE teachers;
- Basketball coaches.

**Description:**

Wheelchair basketball is one of the most popular sports for people with disabilities. Success in wheelchair basketball largely depends on the athletes' physical performance, that is, their wheelchair mobility and interaction in combination with the demands of the game. Wheelchair basketball as an intermittent sport is characterized by a large number of sprints, frequent stops of the wheelchair, changes in the direction of movement and slaloms which, depending on the type and severity of the injury in the person, activate primarily the muscles of the upper extremities, bearing in mind that the game itself takes place in a sports wheelchair.

Bearing in mind the dynamics of the game itself and the fact that basketball in wheelchairs, with a few important differences (players are in wheelchairs) has great similarities with basketball for people without disabilities, when structuring the training process, basketball coaches in this sport must pay special attention to exercises for development basic and specific motor skills, as well as technical and tactical preparation of players. When implementing training activities for people with disabilities, especially in smaller communities, i.e. basketball clubs for people with disabilities where there are not enough basketball players, inclusive activities that include people without disabilities can be of great help to wheelchair basketball coaches.

These inclusive activities can have a wide range, from the inclusion of persons without disabilities with persons with disabilities in the game on the field (a player without disabilities sits in a sports wheelchair and participates in the game on the field) to the assistance of persons without disabilities from a standing position when performing certain activities and exercises during the training session. The activities of people without disabilities can be different and depend on the creativity of the trainer and the motor skills of the person participating in them. We will list some of the possible inclusive activities.

**Dynamic warm-up exercise with a ball**

Depending on the number of participants, from 4 to 8 people with disabilities and from 2 to 6 people without disabilities can participate in the exercise. Persons without disabilities are in a standing position. The exercise of driving a cart with passes and laying on the basket from the opposite side of the court (the exercise is performed along the length of the entire court, which is divided lengthwise into two halves, so that the exercise is performed on both sides). The player from the baseline closer to the side line of the field begins the movement by passing to the player in position no. 1 (on the side line on the same side at the height of the 3-point line). After a return pass by the player from position no. 1, the player makes a second pass to the player in position no. 2 (it is located in the middle of the field facing the side line of the side of the field where the exercise is performed). After a return pass by the player from position no.



2, the player performing the exercise makes a third pass to the player in position no. 3 (on the side line at the height of the 3-point line on the opposite side of the court from the starting position). After receiving the final pass and shooting at the basket, the player performing the drill collects the ball and goes to the starting position for the drill on the opposite side of the longitudinally divided court.

#### Practice passing accuracy

The exercise is performed in pairs (a person with a disability and a person without a disability) or in groups (one person with a disability and 3-4 people without a disability) and can be performed on any part of the field. People without disabilities can be in a standing position or in a wheelchair. The exercise involves performing different types of passes (with both hands or one hand, pass from the chest, pass behind the head, pass on the ground, baseball pass, lob pass) and is performed by placing a disabled person in a wheelchair opposite a non-disabled person.

#### Shot accuracy practice

The exercise is performed in pairs (a person with disability and a person without disability) on one half of the court. A person without a disability can be in a standing position or in a wheelchair. A basketball player in a wheelchair starts from the baseline and after driving the wheelchair to the line that marks half of the court, stops the wheelchair on the way back, receives a pass from a person without disabilities and takes a shot at the basket from a distance. The exercise is performed in sets (3 to 5 sets) with 10 repetitions and a break between sets.

#### Accuracy exercise when "laying" the ball into the basket

The exercise is performed in pairs (a person with a disability and a person without a disability) on one half of the court. A wheelchair basketball player starts from the baseline under the basket and has the task of driving the wheelchair to and around the cone placed on the 3-point line (one cone each to the left and right of the basket). After going around the cone, when returning to the starting position, he receives a pass from a person without disabilities who is in a standing position and executes a shot (lay-up), and then continues his movement towards the cone from the opposite side of the court. The exercise is performed in sets (3 to 5 sets) with 10 lay-ups and breaks between sets.

#### Exercise for a defensive player with the final "laying" of the ball into the basket

The exercise is performed on half of the court and is performed by one person with a disability (wheelchair basketball player) and 1-3 people without a disability. People without disabilities are in a sitting position (on a chair or in a wheelchair) with a ball in their hands. A wheelchair basketball player starts from a position located directly under the basket and drives the wheelchair towards the people with the ball who are at the 3-point line. A wheelchair basketball player has the task of stopping the wheelchair and touching the ball that is in the hands of the player in the chair at the 3-point line and, upon returning to the starting position, make a shot



at the basket by laying it up. The exercise is performed in series (3 to 5 times) depending on the number of persons without disabilities with the ball in their hands who are on the 3-point line.

**Objectives/impact:**

- To acquire knowledge about the application of physical activities for people with physical disabilities;
- Successful organization of inclusive physical exercise of all life span age and gender categories;
- Development of motor skills;
- Improvement of social communication and interaction skills of persons with physical disabilities in order to improve their health and functionality.

**Material:** For the practical implementation of the training session, it is necessary 10 to 12 sports wheelchairs for wheelchair basketball, sports hall with basketball court, 10 basketball balls, 10 cones, 10 markers.

**Group size:** The minimum number of participants is two (one-to-one ratio), the maximum number is 20 participants. Depending on the type of physical activity, the ratio can be such that more people with disabilities to one person without disabilities and vice versa.

**Preparation:** Preparation involves designing a training session/physical exercise class for the development of motor abilities and skills for people with physical disabilities. Includes written preparation of the lesson and preparation of adequate props if available (sports hall with basketball court, sports wheelchair for wheelchair basketball, basketball balls, cones, markers). Determining the number of non-disabled participants with an appropriate level of motor skills depending on the number of people with disabilities and the number of wheelchair basketball sports wheelchairs available.

**Instructions:** The first part of the activity involves a theoretical lecture on the history of wheelchair basketball, the specifics of the sport and the classification system in wheelchair basketball. The second part includes the introduction of participants (persons without disabilities) to basketball players in wheelchairs and props, and a practical presentation of prepared activities on the basketball court. The organization of a training session for the training and development of motor skills of wheelchair basketball players depends on the number of participants, and activities on the field can be performed in pairs, as well as in larger or smaller groups.

**Relevance to INCLUSION RELOADED:** This is an example of a physical exercise class for people with physical disabilities that can be used by physical education teachers at school, basketball coaches in wheelchair basketball, as well as organizers of recreational activities to organize and

implement physical activities for people with physical disabilities with the help of people without disabilities.

### Sitting volleyball as a tool for unlimited inclusion

**Website:** <https://www.fsfv.ni.ac.rs/>

**Social media link(s) or links to videos:**

<https://www.youtube.com/watch?v=mEbtrggkPpQ>

<https://www.youtube.com/watch?v=uXLSzwJoT4M>

<https://www.youtube.com/watch?v=koT413FxpIE>

<https://www.youtube.com/watch?v=N7r1WaMcCgw>

<https://www.youtube.com/watch?v=ui4OwUW7ko>

<https://www.youtube.com/watch?v=l2l5nba0H4>

**Leading organization/Author:** Faculty of Sport and Physical Education, University of Niš, Serbia, prof. Marko Aleksandrović, PhD

**Target group(s)/Beneficiaries:** People with/out physical disabilities, PE teachers, volleyball coaches

#### Description:

Sitting volleyball is a modified volleyball for people (mostly) with impaired lower limb function. The court is smaller (10m x 6m) and the net is lower (1.15m for men and 1.05m for women), thus game is faster. Players are obliged to remain seated on court during the game and the service can be blocked. Scoring in sitting volleyball works identically as it does in regular volleyball. Number of players on/off the court is also identical. It is one of the most successful and popular sports in which athletes do not rely on technology and equipment. It is fast, it is exciting and the action is explosive.

Despite the huge number of possible adaptations and applications (even in inclusive environment), sitting volleyball is rarely played by individuals without physical disability. This “good practice” will deliver theoretical and practical contents of sitting volleyball basics to “open” minds for inclusion in sport practice.

#### Objectives/impact:

- To acquire knowledge about the application of sitting volleyball as inclusive physical activity with unlimited possibilities and adaptations

- Successful organization of inclusive physical exercise of all life span age and gender categories;
- Development of motor skills, improvement of social communication and interaction skills of participants despite with disability or not.

**Material:**

Laptop; 5 - 10 balls for volleyball; net for volleyball; equipment to make net stable (pillar).

**Group size:** The minimum number of participants is four (two on each side of the net), the maximum is not specified. Sitting volleyball is fully inclusive sport, so there is no need to define the ratio within session participant.

**Preparation:**

Preparation involves designing an inclusive physical exercise session of sitting volleyball. It implies written preparation of the lesson – gym, equipment, participants, session structure (preparatory part, introduction/warming up, main part, final part/cool down).

**Instructions:**

1<sup>st</sup> part - Theoretical lecture of sitting volleyball (30 min duration, 15 min discussion) – introduction, short history, classification, equipment, rules, adaptations, technical elements.

2<sup>nd</sup> part - Practical lecture of sitting volleyball (90 min) – court preparation, short oral introduction and explanation, warming up, frontal work of movements without the ball, frontal work in small groups with the ball (volleyball technics/moves – serve, pass, set, spike, block, dig), playing set/match.

3<sup>rd</sup> part - Discussion (15 min) – discussion with participants about their opinion and feeling after the session/class, conclusions.

**Relevance to INCLUSION RELOADED:** An example of an inclusive physical exercise session for people with/out disability in kindergartens, primary and secondary schools, sport schools, academic recreation, corporative team building recreation, long life health activity... can serve physical activity instructors and teachers at school as well as instructors in sports schools in how to organize and implement physical exercise for these children with the help of their peers without disabilities, that is in a group with a larger number of children.

(Re)Play for Inclusion - Thematic/non-formal education workshops on social inclusion of marginalized groups

**Website:**

<https://kom018.org.rs/en/re-play-for-inclusion/>

**Social media link(s) or links to videos:**

<https://www.facebook.com/media/set/?set=a.10156803125208145&type=3>



<https://www.facebook.com/media/set/?set=a.10156880019483145&type=3>

**Leading organization/Author:**

Club for Youth Empowerment 018 (KOM 018)

**Target group(s)/Beneficiaries:**

- Youth workers, peer educators, volunteers;
- Sport workers, students of Faculty for physical education, etc.

**Description:**

There is a lot of available workshops for sensitization trainings in area of social inclusion. KOM 018 focuses mostly on those workshops which are interactive and provide participants with opportunities to exchange their opinions and experiences while also gaining better understanding of position of certain socially vulnerable groups. These workshops were part of the training courses organized within the projects Play for Inclusion, (Re)play for inclusion, InclusionNet and others with similar topics and they provided all of the expected results. Participants of these workshops were able to recognize issues such as social exclusion, discrimination and even hate speech, they learned more about different daily obstacles of persons with disabilities and how all of these issues are affecting quality of life of people, and especially young people with disabilities. Moreover, discussion parts of these sessions allow participants to express their opinions and attitudes and even personal experiences when it comes to social exclusion of persons with disabilities, they are also able to propose some simple individual or group efforts to advocate for more inclusive societies. These workshops are used as one of the best tools for social inclusion because education and awareness can be best achieved through non-formal education and social dialogue. These workshops are most efficient when they are followed by some practical sessions during which participants have the opportunity to practice some sport activities with their peers with disabilities.

**Objectives/impact:**

- Raising the awareness of general public about the needs of people with disabilities when it comes to sport and recreation;
- Educating and sensitizing target groups for work with people with disabilities in sport;
- Recognizing and countering discrimination and social exclusion of persons with disabilities in sport.

**Relevance to INCLUSION RELOADED:**

Non-formal education is one of the most important parts of actions for prevention of social exclusion and one of the first steps in awareness raising activities as main objective of these workshops is to create a change in attitudes and to provide knowledge about the topic – in this case position of persons with disabilities. This type of activities is important element for prevention of social exclusion and discrimination as well as for empowerment of people, especially young people, with disabilities.

**(Re)Play for Inclusion – Awareness raising campaign**





**Website:**

<https://kom018.org.rs/en/re-play-for-inclusion/>

**Social media link(s) or links to videos:**

<https://www.facebook.com/media/set/?set=a.10157060857898145&type=3>

<https://www.facebook.com/media/set/?set=a.10157031553288145&type=3>

<https://www.facebook.com/media/set/?set=a.10157003805338145&type=3>

<https://www.facebook.com/media/set/?set=a.10156989682903145&type=3>

<https://www.youtube.com/watch?v=KHPVVhtcwE&t=1s>

**Leading organization/Author:**

Club for Youth Empowerment 018 (KOM 018)

**Target group(s)/Beneficiaries:**

- Wider audience

**Description:** During the years of work in this thematic area, KOM 018 had the opportunity to test different activities among target audiences and to adopt new methods for awareness raising and community engagement and this practice was implemented within (Re)Play for Inclusion project. Activities within the campaign were implemented by all partners in participating local communities according to previously developed plans and strategy. These activities included series of open sport events, street actions and workshops for young people and wider audience in order to provide these target groups with practical skills and information about importance of social inclusion and some concrete ways in which social inclusion can be promoted. KOM 018 established local partnerships with sport clubs and sport professionals in inclusive sports in order to promote their work and to also provide them with more visibility and awareness of the local community. Sport events which were organized within this campaign were:

- Football for the youngest – was implemented with local football clubs in order to promote positive sport values among children and to create a base for further sensibilization and awareness among them.
- Basketball in the wheelchairs – was implemented with local wheelchair basketball club in order to involve more people from local communities and to demonstrate this sport and its inclusive nature as both people with disabilities and typical people played together.
- Correctional swimming – was implemented in order to raise the awareness about importance of physical activity among children and young people for their proper psychophysical development and as an efficient physical therapy for children and young people with disabilities.
- Functional fitness – was organized for both people with disabilities and general public in order to demonstrate the potential for inclusion and organization of joint training sessions which are the most important element of inclusive sports.

Beside this sport events, all of the activities were followed by online promotion and dissemination as well as TV guest appearances where participants and organizers of the events had the additional



opportunity to talk and promote importance of inclusive sport activities as tools for physical wellbeing of people and overall inclusiveness of community.

**Relevance to INCLUSION RELOADED:** This type of campaign activities should be included in the activities of the project Inclusion Reloaded as they have been proven as most efficient tool for awareness raising among general public. These activities also provide expansion of the local partners' network which are important for the sustainability of the project and projects results.

**Tennis table tournament within project "InclusiveNet"**

<b>Website:</b> <a href="https://kom018.org.rs/inclusivenet/">https://kom018.org.rs/inclusivenet/</a>	<b>Social media link(s) or links to videos:</b> <a href="https://www.facebook.com/media/set/?set=a.3899920283421495&amp;type=3">https://www.facebook.com/media/set/?set=a.3899920283421495&amp;type=3</a>
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**Leading organization/Author:** Club for Youth Empowerment 018 (KOM 018)

**Target group(s)/Beneficiaries:**

- People with disabilities, young people, general public

**Description:** This activity was organized within the project InclusiveNet and it included inclusive table tennis tournament and focus groups for people with disabilities. This sporting event was organized in order to raise awareness of the importance of social inclusion of people with disabilities and to promote equal rights and opportunities for professional and recreational sports. In addition to the tournament, focus groups were organized with representatives of different sport clubs for persons with disabilities in order to gather and define the biggest problem and challenges that people with some kind of disability face, but also to define recommendations for improving the quality of life of all people with disabilities in local community. First part of the event was dedicated to the tournament in which organizers – tennis table club for persons with disabilities created a draft depending on the type of disability players had and there were several categories including one for inclusive table tennis where people without disabilities competed with some of the players from the club. This event was especially successful because of the opportunity to mix people from different social groups and to promote inclusive sports through practical demonstration. Second part of the event which was dedicated to the focus groups was also very successful and significant to the participants as this was the first time someone asked some of them about their opinions and their position in society, they learned more about the basics in public advocacy and other tools for active participation in decision making. Some of the conclusions of focus groups were later translated into one document with set of recommendations which are now one of the most important materials for campaign and advocating on local levels.

**Relevance to INCLUSION RELOADED:** Similar to previously described practices this one also provides important elements such as awareness raising, inclusion of people with disabilities and overall improvement of society and quality of life for persons with disabilities. These types of events could be used within Inclusion Reloaded project in order to demonstrate the potential of sports to be inclusive.

**Inclusion in fitness**







**Website: /**

**Social media link(s) or links to videos:**

[https://instagram.com/akademik\\_fitness\\_centar?igshid=YmMyMTA2M2Y=](https://instagram.com/akademik_fitness_centar?igshid=YmMyMTA2M2Y=)

<https://www.facebook.com/profile.php?id=100085367749369&mibextid=ZbWKwL>

**Leading organization/Author:**

Akademik Fitness Center/Ivan Popovic

Ivan Popovic, MSc Professor for sport and physical education

Milica Kostic, BSc Professor for sport and physical education

**Funding body:**

Ivan Popovic, MSc Professor for sport and physical education

Milica Kostic, BSc Professor for sport and physical education

**Target group(s)/Beneficiaries:**

- People with all types of disabilities;
- Able bodied persons.

**Description:**

Akademik fitness center is a space in which people with and without disability exercise together. They work together and cooperate, communicate, and socialize whilst exercising, and the socializing continues outside the fitness center as well. The space is fully accessible to people with all types of disabilities. Special attention is paid to the details such as width of the door, access to each exercise location, position of the equipment and removal of all architectural obstacles in order to allow all our users to move through the entire fitness center unhindered. The workout equipment is easily accessible to people with different disabilities. It has been modified so that a large number of exercises can be done on one machine and the same exercise can be done on several machines. This makes training sessions more suitable for people with physical disabilities because they do not have to transfer to a wheelchair after each exercise, and on the other hand allows them to do the entire training session at one location, without occupying the equipment of the other exercisers. The coaching staff at the Akademik fitness center is trained to work with able bodied persons and for working with people with disability. Gym members who exercise regularly gladly help and give assistance to members with disabilities. Some machines are also fixed to make it easier for people with disabilities to do more complicated exercises. There is a dedicated space in the gym that is cleared of all exercise equipment with special mats and props where more work can be done on the rehabilitation of people with disabilities. Also, in our Center people with and without disabilities have the opportunity to prepare for powerlifting competitions. The training sessions are organized to provide a lot of mutual assistance in the execution of the exercises themselves, with mutual encouragement and motivation.

Special attention was also given to details such as the location of the remote controls for the air conditioner and Hi-Fi that it is always at the same place so wheelchair users can reach it any time and visually impaired people always know where its position. Also, the exercise props are always returned to their place so all gym members could use it easily. This is especially important for visually impaired members; they always know where the exercise props are without having to wander around the fitness center.





Also, there is ample space for their personal assistance and coaches to be with them and assist during the changing process. The dressing rooms have been adapted so that members can transfer from the wheelchair to the bench without difficulty.

### Relevance to INCLUSION RELOADED

In the framework of the INCLUSION RELOADED project most useful element is inclusive practice implemented in the Akademik Fitness Center in all of its aspects: the venue is accessible, the arrangement and the type of the equipment is suitable for all of its users, staff is educated and experienced to work with all users, disregarding their physical or intellectual status and social interaction is inclusive and assertive. The outcome is the surroundings that empower and motivate all users of the center in their sport efforts.

### Let's play together

#### Website:

#### Social media link(s) or links to videos (if applicable):

<https://www.youtube.com/watch?v=WStGEAZ1zxM>

[https://www.youtube.com/watch?v=XyQcY\\_v5xEk](https://www.youtube.com/watch?v=XyQcY_v5xEk)

<https://www.youtube.com/watch?v=gnqdIDizKjI>

<https://www.instagram.com/ssosibeograd/>

<https://www.facebook.com/ssosib>

#### Leading organization/Author:

Sport union for people with disabilities Belgrade – author: Jelena Radivojević, master Professor for sport and physical education

#### Funding body:

Ministry of Human and minority Rights and social dialogue, Secretary for sport and youth of Belgrade

#### Target group(s)/Beneficiaries:

- Children from regular elementary school in Belgrade;
- Children with disabilities in regular elementary school in Belgrade;
- Professors and teachers in regular school;
- Parents of children without disabilities.

#### Description:

Implementation of the project was organized in 44 elementary schools in Belgrade, where workshops for children were held. The workshops were held instead of physical education lessons lasting 45 minutes per class. Children participate in activities that are adapted for people with disabilities, that meaning that children without disabilities would participate in sitting volleyball, basketball wheelchair, boccia, goalball, etc. Children are much more cooperative when participating in some activities together, so sports activities will help them to work more closely and get to know each other better. In total, 4800 students from 8 to 15 years of age from Belgrade were included. And as part of the project, we communicated with over 100 schools, and we forwarded information about the project to all 254 primary and secondary schools in Belgrade. Before the realization of the workshop at the school, the students had to watch the film about inclusion for a duration of 2 minutes,

([https://youtu.be/XyQcY\\_v5xEk](https://youtu.be/XyQcY_v5xEk)) and fill out a survey with 5 questions. And after that they would participate in activities for a few days. Analyzes of surveys unfortunately showed that children with disabilities, apart from physical education classes, do not participate in other extracurricular activities with their peers - in most cases, children with disabilities spend time at school either alone or with their personal assistants and in a very small group. They do not communicate with other children from the class.

We had two types of workshops:

Sports that we implement in the gymnasium as part of the physical education class by introducing children to the sports played by people with disabilities and enabling them to try the activities in the way that PWDs normally do, play sitting volleyball, goalball, wheelchair basketball, bocce, a polygon that shows how people who are blind, or who have leg or arm amputations, as well as people with autism, function in everyday activities, but also in sports etc. , ii workshops in the classroom that also represent how people with disabilities function in some daily activities; for example, they play memo cards with blindfolds, chess for blinds, games for children with autism etc. At the end of the class, all children would receive a certificate of thanks for their participation and a brochure intended for their parents on the topic - Inclusion is not just a word – we encountered many problems during the implementation of the project, Perhaps the biggest problem was the principal's and teachers' lack of interest in the implementation of the project in their schools.

At the end of the first project a one-day educational seminar was organized for teachers, professors, personal assistants, educators, which was accredited by the institute for the improvement of education Serbia. The results of the project were presented, and the lecturers were real examples of good practice that we encountered during the implementation of the project. Professors who managed to fully include a child with a disability in the class. As the last lecture at the seminar, there was a workshop that we did with the children and in which the teachers participated.

**Relevance to INCLUSION RELOADED:** The experience gained during the implementation of activities in 44 elementary schools in Belgrade and cooperation with over 5,000 children and 100 professors and teachers is an invaluable experience and knowledge that we are ready to share with anyone interested in the development of inclusion and improvement of the living conditions of children with disabilities, as well as experience in working with children with disabilities in everyday sports activities. The implementers of the activities on the project were sports and physical education professors, a total of 6 people, each of whom has over 15 years of experience in working with children with disabilities.

One of the important segments is communication with schools in order to inform them about project activities. One of the main problems of the project was that the school principals were not interested in realizing the project activity for the disabled, as well as the professors who were not interested in participating in the activities and learning how to adapt the activities in the physical education class to children with some kind of disability.

But the positive thing is that most of professor was interested in participating in the activities. The children accepted the activities very well, asked many questions and tried to understand how people with disabilities function.

After the completion of the project, many of the professors invited the Paralympic Committee of Serbia to come again to hold activities for all the other children in the school. In addition, the information

about adaptive sport was well transmitted to children and left a deep impression on them, which was one of the project main goals.

## ❖ About the project

Project “Inclusion Reloaded” is implemented by Club for Youth Empowerment 018 (KOM 018) – Serbia, in cooperation with Paralympic Committee – Serbia, Faculty of Sport and Physical Education, University of Nis – Serbia, Beyond Borders – Italy, CESIE – Italy, Swimming club for people with disabilities “SPID” – Bosnia and Herzegovina, Sport Club for Blind and Visually Impaired Children and Youth "Centar" Sarajevo - Bosnia and Herzegovina and Sport Evolution Alliance (SEA) – Portugal. The project is built on 4 main pillars:

- Exchange of good practices and experience of 8 project partners and network for the increased capacities of each partner involved.
- Joint action of 8 project partners to develop new methodologies for inclusive approach in sport mainly for teachers of sport and physical education and sport clubs’ staff.
- Practical implementation of the inclusive sport methodologies by teachers of sport and physical education and sport clubs’ staff in the local schools and sport clubs
- Empowerment of local communities, especially children and youth to combat intolerance, discrimination and social exclusion of youth with disabilities and youth at risk.

Project “Inclusion Reloaded” is implemented in the period: 01.01.2023 to 30.06.2025 in 4 countries: Bosnia and Herzegovina, Italy, Portugal and Serbia. Project is co-funded by the European Union through Erasmus + Cooperation Partnerships.

## ❖ About Erasmus + Sport

The aim of Erasmus+, as a program, is to support the educational, professional and personal development of people in education, training, youth and sport, to contribute to sustainable growth, quality jobs and social cohesion, to drive innovation and to strengthen European identity and active citizenship.

Erasmus+ actions in the field of sport promote participation in sport, physical activity, and voluntary activities.

They are designed to tackle **societal** and **sport-related** challenges. Opportunities are available for organisations under 3 Calls which address these challenges.

A specific call on Capacity Building in the field of sport is also available as of 2022. It targets EU Member States and third countries associated to the Programme (previously called Programme countries) and the Western Balkans.

The actions

### Cooperation Partnerships

Designed for organisations to develop and implement joint activities to promote (among others) sport and physical activity, as well as deal with threats to the integrity of sport (such as doping or match-fixing), promote dual careers for athletes, improve good governance, and foster tolerance and social inclusion.

### Small-scale Partnerships

For grassroots organisations, less experienced organisations and newcomers to the Programme. Small-Scale Partnerships have simpler administration, smaller grants and shorter durations than Cooperation Partnerships.

### Not-for-profit European Sport Events

Designed to encourage sporting activity, implement EU strategies for social inclusion through sport, foster volunteering in sport, fight against discrimination and encourage participation in sport and physical activity.

### Capacity Building in the field of sport

Capacity-building projects are international cooperation projects based on multilateral partnerships between organisations active in the field of sport in EU Member States and third countries associated to the Programme (previously called Programme countries) and the Western Balkans. They aim to support sport activities and policies in as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities.

More information at: <https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/sport-actions>

