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| **Resource** | **Target group** | **Guidelines** | **Best practices** | **Didactical tasks proposal** | **Approach** | **Additional info** |
| 1. **European Disability Strategy 2010-2020** | Member States who need to implement the strategy | * The strategy aims to empower people with disabilities so that they can enjoy their full rights and benefit fully from participating in society and in the European economy. * People with disabilities need to have access, on an equal basis with others, to information, communications technologies and systems (ICT) and other services. * Encourage the incorporation of accessibility and "design for all" in educational curricula and training for relevant professions. * There are many obstacles preventing people with disabilities from fully exercising their fundamental rights - (among others) full access to sport activities. | * Exchange of good practices. * Awareness-raising. * Increasing competences on disability matters through training. | * Improve the accessibilty of sports organisations, activities, events, venues, goods and services. * Promote participation in sports events and the organisation of disability-specific ones. | The Commission identified 8 areas for action through which bariers to participation of people with disabilities can be eliminated: Accessibility, Participation, Equality, Employment, Education and training, Social protection, Health, External Action. | **One in six people** in the EU has a disability that ranges from mild to severe, leaving **around 80 million people** who are often prevented from taking part fully in society. |
| 1. **Convention on the Rights of Persons with Disabilities** | Governments of countries that signed the document | With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:   * To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels; * To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources; * To ensure that persons with disabilities have access to sporting, recreational and tourism venues; * To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system; * To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities. |  | To promote the training of professionals and staff working with persons with disabilities in the rights recognized in the present Convention so as to better provide the assistance and services guaranteed by those rights. | The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.  In the development and implementation of legislation and policies to implement the present Convention, and in other decision-making processes concerning issues relating to persons with disabilities, States Parties shall closely consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations. | 161 countries so far.  Establishing the Committee on the Rights of Persons with Disabilities. |
| 1. **World Programme of Action Concerning Disabled Persons** | Global strategy – for Member States. | The importance of sport for disabled persons is becoming increasingly recognized. Member States should therefore encourage all forms of sports activities of disabled persons, inter alia, through the provision of adequate facilities and the proper organisation of these activities.  Member States should ensure that disabled persons have the same opportunities for recreational activities as others – this involves using sport arenas and other places for recreation. |  | All authorities responsible for development and provision of services for disabled persons should give attention to staff matters, particularly to recruitment and training. | The purpose is to promote effective measures for prevention of disability, rehabilitation and the realization of the goals of “full participation” of disabled persons in social life and development and of “equality”. |  |
| 1. **The Standard Rules on the Equalization of Opportunities for Persons with Disabilities** | Member States | * States will take measures to ensure that persons with disabilities have equal opportunities for recreation and sports. * States should initiate measures to make places for recreation and sports, hotels, beaches, sports arenas, gym halls, etc., accessible to persons with disabilities. Such measures should encompass support for staff in recreation and sports programmes, including projects to develop methods of accessibility, and participation, information and training programmes. * Sports organizations should be encouraged to develop opportunities for participation by persons with disabilities in sports activities. In some cases, accessibility measures could be enough to open up opportunities for participation. In other cases, special arrangements or special games would be needed. States should support the participation of persons with disabilities in national and international events. * Persons with disabilities participating in sports activities should have access to instruction and training of the same quality as other participants. * Organizers of sports and recreation should consult with organizations of persons with disabilities when developing their services for persons with disabilities. |  |  |  | Although not a legally binding instrument, the Standard Rules represent a strong moral and political commitment of Governments to take action to attain equalization of opportunities for persons with disabilities  The Rules offer an instrument for policy‑making and action to persons with disabilities and their organizations. They provide a basis for technical and economic cooperation among States, the United Nations and other international organizations. |
| 1. **Recommendation Rec(2006)5 of the Committee of Ministers to Member States on the Council of Europe Action Plan to promote the rights and full participation of people with diabilities in society: improving the quality of life of people with diabilities in Europe 2006-2015** |  | * To ensure that people with disabilities can participate in cultural, recreational, leisure, sporting (…) both as observers and as actors; * To work to ensure that people with disabilities can develop and utilise their creative, athletic (…) potential to for their own benefit and that of their communities; * To urge public institutions and to encourage private institutions, relevant bodies and providers to actively engage all people with disabilities in their cultural, leisure, sporting activities; * To encourage institutions and relevant bodies dealing with culture, sports, leisure and tourism to undertake regular disability awareness training for their staff as a mainstream activity; * To enable people with disabilities to enjoy access to culture, sports, tourists and leisure activities by, for example, encouraging providers to make their premises and services accessible through whatever means that are necessary; * To ensure that sport and cultural activities are an integral part of educational programmes for children with disabilities, recognising the role of such activities in enhancing social skills. |  |  |  | Young people with disabilities still face serious barriers to access to all aspects of life: education, work, sport, culture, entertainment and social life. These problems can be remedied only through a comprehensive strategy. When designing policies for young people, the methods of ensuring their full participation in society should be taken into account, taking into account their specific needs. In line with the European Charter for the Participation of Young People in Regional and Local Life, active participation of young people in decisions and actions taken at local and regional level is key to building a more democratic, integrated and rich society. |
| 1. **Council of Europe Disability Strategy 2017-2023** | Member States and other stakeholders | * Full and effective participation of persons with disabilities in all areas of life and society as a whole is crucial for the enjoyment of all human rights. * In the context of the Council of Europe, this means improved access for persons with disabilities to information, education and training programmes and events about human rights and their implementation. This also means inclusion of persons with disabilities as actors and users in education * Education and training programmes, campaigns and materials aimed at professionals need to include a disability dimension to ensure that professionals have the requisite skills and knowledge, to fulfil their duties in an equal and inclusive way. Such programmes need to take into account due respect for the rights of persons with disabilities and guarantee high quality services in the mainstream as required by and in compliance with international standards. | * Education and training, including human rights education of persons with disabilities and education and training about rights of persons with disabilities, should be taken into consideration in all work within the Council of Europe and at national and local levels, including in the work of independent monitoring mechanisms. * Awareness raising and information campaigns to educators, health care professionals and educational and professional training authorities on the importance of inclusion and on the various needs for assistance in education or employment. * Dissemination of good and affordable practices and solutions on accessibility are promoted. | * Undertake public awareness raising initiatives. * Develop information campaigns * Ensure close co-operation with and active participation of the representative organisations of persons with disabilities and their families, * Promote respect, equality, capabilities and active participation, involvement and inclusion of persons with disabilities in the media, entertainment and cultural life as both active actors and users. * Identify, collect and disseminate good practices with regard to awareness raising. | This document sets out the priority areas of the Council of Europe in this area for the period 2017 to 2023. It also gives guidance and inspiration to member States and other stakeholders on policies, activities and measures to ensure implementation of priorities at national and local levels.  This Strategy seeks to encompass all civil, political, economic, social and cultural rights. It sets out the commitment of the Council of Europe and its member States to make the rights a reality for all persons with disabilities, regardless of their impairments.  The overall goal of the Council of Europe Disability Strategy 2017-2023 (the Strategy) is to achieve equality, dignity and equal opportunities for persons with disabilities. This requires ensuring independence, freedom of choice, full and effective participation in all areas of life and society, including living in the community. |  |
| 1. **Official Journal of the European Union Opinion of the Committee of the Regions - Sport, disability, recreation 15/04/2014** | Citizens of European Union  The sport sector at the local and regional level  People with disabilities and related to the subject of disability like parents, teachers, guardians, coaches, volunteers. | ● Proper development of sport for the disabled requires properly educated and trained professionals.  ● All school students should have access to physical and sports education and that disability should not be an obstacle to inclusion in school sports programs.  ● Wider inclusion in adaptation processes in matters of reducing the exclusion of disabled people, representatives of higher education. The aim of such action would be to change the education of future physical education educators, which would allow them to better understand the diversity of the health of their pupils.  ● Improving the image of sport for people with disabilities by promoting high-level competitive sport, practiced by disabled athletes, taking care of giving them the same status as sports-minded athletes have.  ● Support for specific educational initiatives proposed to young athletes during sports events in order to increase their independence.  ● Funding research in the field of sport-related technologies for people with disabilities through Horizon 2020 and other structural funds.  ● Recognizes that there are appropriate experiences and structured partnerships at local and regional level to promote the development of sport and its participation by people with disabilities. It would be advisable to consider the prize system for the application of "extraordinary practices".  ● Order current, special Eurobarometer surveys on sport for people with disabilities or at least address the most specific questions on this subject in future Eurobarometer surveys on sport or disability. | Setting up an European expert group on these issues that would recognize the specific tasks of this sector and benefit from the contribution of a wide range of its entities. It would be beneficial to take the following actions:  ●in terms of content: propose a common definition of concepts such as 'sport for people with disabilities', 'adapted sport' and 'common sport' to facilitate their recognition;  ●in technical terms: make a list of the most important local and regional experiences to encourage the development and dissemination of benchmarks provide the political decision-makers with the necessary technical elements to make them aware, and enable the Committee of the Regions to fulfill its role as a factor conducive to change in this field, in which local and regional authorities play a leading role. | ●A proposal to create an information platform on sports facilities in the EU together with a public website on which people with disabilities could get information on sports infrastructure, technical possibilities, etc. in the area or region that they live.  ●The participation in sport of people with disabilities should be promoted in the activities of federations covering a particular type of sport or specialization, in cooperation with federations mainly dealing with disabled people and with respect for their role. These federations should be supported in their mission necessary for people with disabilities. | Believes that within their institutional competences, local and regional authorities play a key role in developing the European dimension of sport for people with disabilities.  Based on the collected examples, it states that the approach is aimed at combining tourism with the general one recreation is a good way to acquaint people with disabilities with sport, which should lead to growth the indicator of sport and the awareness of the general public of the sporting capabilities of people with disabilities.  High-quality, up-to-date information on sports adapted to the needs of people should be provided disabled people, as well as transport and adapted access to sports facilities, as an incentive for tourism sports. |  |
| 1. **Disability Sport in Europe**   **Good Practice Handbook no 3**  ***(Council of Europe)*** | Practitioners, both newcomers and professionals from inside and outside the disability sport sector, by finding a fine balance between providing core information from a general European perspective, while also providing case studies from different countries, fields and sports. | Handbook seeks to attach value to collecting and exchanging experience in the field of disability sport through taking a first step forward. | ●The guidebook provides a realistic source of knowledge using selected examples on how different sector stakeholders (seek to) overcome specific problems in their country. In this regard, it is recommended that the reader’s objective should not be to follow or copy the provided case studies “one-to-one”. Their reproduction or transfer should inspire creativity and encourage innovation from and for the stakeholders in disability sport to ensure that more people with a disability will receive adequate access to sport.  ● If applying role models that operate successfully in other countries or disability sport settings, in-depth evaluation (for example, by starting with a Strengths, Weaknesses, Opportunities and Threats analysis) is needed.  ●It is recommended that action regarding financial and structural support includes consultation with disability sport stakeholders at a national and European level in order to consider the most appropriate funding model, accompanied by an impact-based analysis of an investment strategy, including funding sources, distribution and outcomes. | ●Analysis of recent trans- European research indicates that – despite different structures and backgrounds – the challenges faced in European countries are mostly comparable, with regards to the need for more educated and trained staff, improved infrastructures and support, and accessibility. These seem to reflect current major barriers in disability sports in relation to participation, events and competition, as well as the workforce. | This handbook sends a strong message: improve the current situation of those with disabilities, by analysing and finding good practices to make accessibility to sporting activities easier for them. In addition, it calls for a unity amongst European citizens to change the perception of disabled people who are admittedly dif- ferent but equal to able-bodied people. They must be considered as citizens in their own right. | Main international organisations in disability sport.  1. CEREBRAL PALSY INTERNATIONAL SPORTS AND RECREATION ASSOCIATION  2. EUROPEAN PARALYMPIC COMMITTEE  3.INTERNATIONAL COMMITTEE OF SPORTS FORTHE DEAF  4.INTERNATIONAL BLIND SPORTS FEDERATION – EUROPEAN CONTINENTAL DELEGATION  5.INTERNATIONAL PARALYMPIC COMMITTEE  6.INTERNATIONAL WHEELCHAIR & AMPUTEE SPORTS FEDERATION  7.INTERNATIONAL SPORTS FEDERATION FOR PARA-ATHLETES WITH INTELLECTUAL DISABILITIES  8. SPECIAL OLYMPICS – EUROPE/EURASIA  9. EUROPEAN FEDERATION OF ADAPTED PHYSICAL ACTIVITY |
| 1. **#BeInclusive A Toolkit for Disability and Para -Sport** | National and local disability-sport and para-sport stakeholders | European #BeActive communication campaign:  ●Shows that disability-sports and para-sports are full part of the sport landscape.  ● Motivates people with a disability to become involved with the European #BeActive move-ment.  ●Showcases the inclusion of people with disabilities into physical and sports activities.  ●Increases awareness for accessibility and inclusion at policy level.  #BeActive Communications Handbook  Promoting Activity  ●#BeActive aims to motivate Europeans to be more active. The communication campaign includes information material to inform and inspire people.  ●The EWoS also seeks to inspire more people with a disability to be more physically active, and to encourage more people to participate in sports together regardless of their individual abilities.  ●However, including people with disabilities into physical and sports activities is often not suﬃciently addressed. This is why disability-sport and para-sport organisations must get involved. | #BeActive Activites:  #MyWeek #BeActive Challenge  #BeActive Call-for-action  Make specific use of athletes, competitions and training sessions for social media posts, e.g.:  ●Share photos from trainings and competitions to create awareness of the variety of para-sports existing.  ●Initiate postings from member clubs and Paralympic Teams to create awareness of the diﬀerent para-sports oﬀered in your country; concentrate on those where new participants are needed.  ●Share para-athletes’ success stories through sports in order to make them role models for others.  ●Post challenges related to para-sports (e.g. most basketball free-throws in a wheel-chair) and motivate others to imitate, regardless their abilities.  ●Bring Paralympians and outstanding para-sports stars to the Event to showcase their extraordinary abilities.  ●Create awareness of the diﬀerent para-sports oﬀered in your country, especially those where you need new participants.  ●Connect your involvement with events and activities from the Paralympic calendar. | Inclusion does not just happen by itself; it needs to be proactively driven by all stakeholders in sports!  ●Organisations dealing with disability-sports and para-sports may use the concept of inclusion to develop and sustain some of their sports, or to enrich participation; e.g. in sports where there is too less participants to form teams at the local levels, or in sports that require extensive resources such as sailing or horse-riding.  ●For organisations that organize EWoS events, fostering inclusion will create more participation, additional awareness and acceptance, respectively; at the same time this will support creating equality and social capital leading to more united communities.  ●We ‘inclusivize’ sports participation for the benefit of everyone and society. Many sports did not develop in an inherently inclusive manner; therefore it can be useful to oﬀer suggestions to coaches, organizers, players as to how they might make a particular sport or activity more inclusive.  ●Organizers of sporting events get more proficient and creative at inclusivizing with practice; sharing ideas with others can be a great way to learn. In addition participants can get a feel for what works best for them as they gain more experience in inclusive sport.  ●Inclusivizing can also make activities more intergenerational. However it is most beneficial for people with disabilities as they are often excluded from participating alongside their peers due to a lack of knowledge on inclusion and ways to inclusivize sports. | This Toolkit aims to support the European Commission with their objective to inspire everyone to be more physically active in Europe. #BeInclusive specifically seeks to motivate more people with a disability to be more physically active, with more people partici-pating in sports together regardless of their individual abilities. | Recognise and make use of the strength of the Paralympic Games. Make organizers aware that the Paralympic Games (London 2012) were rated No. 3 leading sporting event, with around 2, 7 million spectators, 4,237 athletes, 164 participating nations, and 115 TV nations present. Para-sports are full part of the sporting landscape and are not on the fringes anymore. |
| 1. **Sport and discrimination in Europe**   ***William Gasparini and Clotilde Talleu*** | Italy | Lack of systematic participation of disabled people in sport can be explained with the existence of diverse hindrances preventing correct access to the sports system: lack of adequate facilities, lack of equipment, shortages of sources (funds, human resources), high costs of participation.  Agents involved in the process of socialisation to leisure activities do not encourage disabled people to take an active part in sports occasions (for instance: disabled children are not often invited to take part in physical activities in school where teachers do not set, by nature, the right condition to match their needs and invite them to take an active part in programmes proposed. As a consequence, disabled children are not introduced into sport, affecting negatively their future attitude and choices. | A set of “mini-policies” have been emerging engaged in reducing mentioned hindrances and promoting sports participation as a crucial part of disabled people’s lives. |  | Data collected come from a multi-methodological and multi-sources approach: particularly, secondary analysis research has been carried out in order to portray a global picture of disability in Italy.  Governments promote campaigns about the importance of an active life-style and provide many organisations with consistent financial support to be invested in implementation of the participation of disabled people in sports occasions. | According to the Italian National Institute of Statics in Italy there are 1.641.000 disabled people aged between 4 and 64.  74,8% disabled people do not take part in any kind of sports activities. |
| Germany | * The free physical exercises enabled all the children to make creative use of the materials and equipment supplied. * The less popular children became better integrated into their groups. * The very nervous children became braver and more confident. * Children had success in sharing their feelings and needs in exercises involving partners. * Children became more aware of their bodies. |  | * A handbook could provide ideas and guidance to teachers and leaders less qualified in the field of sport and help them to run a similar project. | Concept of “networked health education at primary school age” – central role is played by the promotion of group physical exercise. | Pilot project (36 lessons) – once a week children participated in physical education session. Only 12 children from 60 families invited to participate in the pilot project expressed an interest in doing so. |
| Finland | * Disability sport organisations organise events and clubs for children with disability. * Each disability has its own organisation. | The Sports for All Children Project was launched to offer families with a child with special needs new opportunities to be actively involved in physical activity. The project focused on training, education and events where people with all abilities can meet. Local, rural and national sport providers were assisted to open their doors to persons with different abilities and offer consultations and information. |  | * Sport projects that are heading towards wider participation of all citizen are legitimised by national government in terms of integrative potential of sport. This theme also included in various memorandums and policy documents published by the Finnish Ministry of Education and is national adapted physical activity committee. This paper focuses on inclusion in the youth sport context. * Under the social model of disability the paradigm of disadvantage faced by people with disabilities is seen as a consequence of poor attitudes of regular or mainstream sport providers or inappropriate structures and systems within sports. | * There are approximately 90 municipal adapted physical activity instructors whose basic duties are within the field of traditional disability groups in terms of health and welfare. |
| 1. **Different. Just like you**   **A psychosocial approach promoting**  **the inclusion of persons with disabilities** | Professionals and volunteers who work with persons with disabilities. | * Sport plays a huge role in the lives and communities of many people around the world both disabled and non-disabled. Sport offers a context for learning to play together; for dealing with losing, winning and with competitiveness; and for building fitness and strength. It gives people the experience of facing challenges and overcoming barriers and as such is a great boost to self-esteem, empowerment and physical well-being. * Sport and physical activities are not always programmed for persons with disabilities. In general, unfortunately the focus is primarily on treating medical conditions and providing care and rehabilitation services. The abilities of most disabled persons are undervalued in both developed and underdeveloped countries. * Sport and physical activities need careful planning if they are to achieve their aims in promoting psychosocial well-being and inclusion. It is not enough simply to arrange a volleyball game, for example, and turn up on the day expecting everything to go well. Skills, experience and sustainable programmes are needed to achieve longer-term benefits. | A survey was undertaken in preparation for this handbook with selected disability  organizations from Europe, Asia, the Americas and Africa. The survey identified examples  of best practice within the organizations and documented their experiences of providing  psychosocial support programmes. The beneficiaries of those organizations include:  • children with severe traumas from abuse and neglect  • children who lack opportunity due to poverty  • children who are not included because of the disabling effects of impairment.  The survey showed sport is a strengthening  and empowering modality for all the children.  Sports programmes provide moments of fun,  but also offer benefits associated with participating  in the wider community. Young people  are also able to demonstrate what they are  capable of doing, regardless of perceived limitations.  This reinforces their self-worth and  self-efficacy. Many of the sport programmes  include other activities, such as working on  inclusion with young people with disabilities,  teaching them about their rights, providing  therapy and advising on assistive devices (e.g.  to increase mobility).   * Persons with disabilities teach their non-disabled peers a paralympic sport activity, like boccia (a game like bowls or petanque), wheelchair basketball or crutch soccer. * Participants organize and run competitions featuring disability sports. | * Include persons with disabilities in the design of the activity. Encourage their involvement and motivate them to contribute ideas about relevant activities. This may mean in some settings, for example, having separate boys and girls groups. * Learn the sign language that is used by participants to improve interactions between facilitator and participants, where this is possible. * Provide information to family members and carers about the planned activities. * Tust in the abilities and capabilities of participants. * Listen carefully to participants and don’t judge what the person is saying. * Do not interrupt and allow participants to speak. * Are sensitive to unexpressed feelings. * Demonstrate good communication skills with participants by using appropriate language, posture, gestures and expressions, etc. * Keep discussions moving and allow everyone to voice their opinions. * Are prepared to take part and also to change or adapt activities when needed. * When facilitators are calm and believe in the participants they are supporting, this encourages participants to open up and fully participate in the group or wider community. They may be willing to talk about difficult things in life. Facilitators are most effective when they see participants as resourceful human beings who have a contribution to make. | * **Do not underestimate** the person’s abilities. * **Have a plan** for positive experiences by setting challenging but achievable goals. * **Have a flexible approach** to coaching and communication that recognizes individual   differences.   * **Be creative** and explore new and unconventional methods to ensure that every session   is fun and rewarding for all.   * **Be aware** that there are different impairment groups (blind, deaf, learning disabled   and physically disabled) that need different adaptations and that safety, (both physical  and mental), is very important. | Over one billion people in the world live with disability. The greatest barriers to inclusion are caused by society:  Inaccessible buildings mean, for example, that children with disabilities may not be able to go to school.  Structural barriers too, such as policies that do not include any provision for young adults accessing higher education, can close down opportunities  Experience from organizations supporting persons with disabilities shows that psychosocial well-being and empowerment improve when programmes provide targeted support. |
| 1. **Fun inclusive ! Sports and games as means of rehabilitation, interaction and integration for children and young people with disabilities** | Children and young people with and without disabilities.  (Although the project was initially designed for children and young people  disabled by war or landmines- after was need to adapt the project design to local reality and to include all disabled children and young people whatever the cause of their disability) | * The main objective is to provide some general and very basic guidelines for the implementation of sports and games as means of rehabilitation and integration for children and young people with disabilities. It builds on the experiences from the workshops in Angola and Cambodia, which tested twelve selected games and activities * The project aimed at strengthening disabled children both mentally and physically, by promoting their rehabilitation, facilitating their social integration and their capacity for self-help. The integration of girls was especially emphasised, as it is assumed that they are rarely taken into consideration when it comes to physical activities, even more so when they are disabled. With a focus on non-competitive athletic games to demonstrate to the children that competition can take place in a spirit of fun and without destructive aggression. | Disabled children can participate in games and sports activities:   * With the assistance of non-disabled children. * In activities with modified and adapted rules, such as football with crutches, sitting volleyball and wheelchair basketball. * In invented games and sports for disabled. * Non-disabled children should participate, not only in the first, but also in the other two types of games and activities. * All sports and games must be feasible for all participants, no one should be excluded just because of his/her disability – or lack of disability | Events, Workshops or Sports camp:   * Irrespective of the type of event, the main objective is always to strengthen the role of the disabled children and young people, to improve their social interaction and facilitate their integration into society. Nevertheless, priorities may shift from one type to the other; whilst a one-day event or festival focuses more on the aspects of general awareness raising, regular and continuous training aims at empowerment and physical rehabilitation. * A sports camp lasting several days includes all elements, a focal point may be identified by the organising team | * Sport and games give the opportunity and the necessary space to children with disabilities to find new ways of dealing with the challenges of daily life. In safe surroundings, mistakes usually do not carry any serious consequences. * All innovative initiatives are appreciated and nobody needs to be afraid of sanctions * Trainers should encourage learning from all experiences, the good ones as well as the bad ones. * Children’s selfesteem increases and they get more and more self-confident as they learn how to prepare a game, to adapt the rules to specific needs if necessary, to organise the team and to take over an individual role. * During the game they concentrate on a specific goal, sense the team spirit and experience competition as a challenge and not as a threat. * With growing self-esteem and self-confidence children with disabilities may feel encouraged to try and find an active place in society | Sport by, for and with people with disabilities has gained considerable importance in recent years in Europe. There has been an evolution in the kind of sports activities available and nowadays many sports are accessible for both physically and mentally disabled people. Everybody, whether disabled or non-disabled, young or old, boys or girls, can appreciate.  Benefit from sport activities:   * Empowerment * Social interaction and integration * Physical rehabilitation * Awareness-raising   Only professionals such as physiotherapists, social workers, psychologists, specialised teachers, etc. have the relevant experience to assess deficits, identify risks as well as potentials, and offer professional follow-up. Therefore trainers and organisers of sports should always try to cooperate with such specialists. This is important for using sports as a means of professional, social and psychological rehabilitation. |
| 1. **European Standards in Adapted Physical Activity**   ***PALACKÝ UNIVERSITY OLOMOUC Faculty of Physical Culture*** | People dealing with disability: teachers, trainers etc. | * It has been shown that sport and physical activity in general can lead into the empowerment of those who have both acquired and congenital disabilities. As societal paradigm and attitudes toward persons with disabilities changed, they are facing new challenges. All developed societies should be establishing support services and networks, which would aim towards greater acceptance, involvement and inclusion of persons with disabilities. These changes should not be only “paper based suggestions” but the set of real initiatives. The education of professionals working in education, recreation and sport in both segregated and inclusive settings should be a priority in all EU countries as competent professionals (e.g. teachers, coaches, physiotherapists) are one of the keystones to inclusion. In order to ensure this there should be clear requirements on competencies that **all specialists in this area should acquire as well the competencies that should be transferred to general PE, sport and recreation specialists**. * According to the published studies **teachers of physical education still do not manage to include children with disabilities in general physical education and the level of sport participation of persons with disabilities is significantly lower than in mainstream society** * Currently **most teachers do not feel competent to teach students with SEN in inclusive physical education** and in most cases there is absence (or lack of ) support services and resources to facilitate inclusion in PE. * APE teacher must be able to: (1) assess the needs of students, (2) adapt school curriculum, (3) plan developmentally appropriate learning, (4) prepare teaching environment and (5) be able to collaborate with relevant partners. These key roles are listed below together with key functions to describe job expectations in detail, Teach students with special educational needs together with students without SEN; Evaluate learning progress of students with SEN and effectiveness of applied teaching and support strategies; Professional collaboration to improve teaching quality for students with SEN. | Workshops organised for teachers - provide PE teachers with theoretical and practical knowledge about using adapted physical activities within general PE programme to increase safe, meaningful and successful participation of students with disabilities   * All workshops are provided by highly experienced specialists with more than 10 years experience in working with students with disabilities. 70 % of training sessions are practical activities so that teachers learn themselves and understand the exercises and activities taught in workshops. Also, the in-service training promotes cooperation between various people in the same field. * Buntús is an exciting Irish Sports Council initiative, which is delivered and supported by the network of local sports partnerships to Primary Schools in Ireland. Buntús is a skills-based programme that provides young people with a quality, fun and enjoyable introduction to physical education and sport suited to their own level of development. The Buntús programme is available to primary schools through the provision of training for teachers, child friendly equipment and resource cards across a variety of sporting activities. The Programme offers: Two large bags of colourful child friendly equipment, combined with resource cards illustrating a range of progressive activities in the areas of: Rolling; Receiving; Travelling with a ball; Running and jumping; Throwing and catching; Striking and Kicking. Following the Buntús training, teachers are then empowered with the skills and resources to use Buntús to support the delivery of the PE curriculum. Quality training for Primary School teachers in the delivery of the programme offers opportunities for enhanced curriculum planning and for increasing the confidence of non-specialist teachers responsible for delivering physical education. | * All physical education teachers should receive appropriate training, which should empower them to teach students with SEN in an inclusive setting. Suggested model for such training can be found on website of project EIPET European inclusive physical education training, * All professional teaching physical education in special schools or institutions should have an appropriate training. While inclusion of students with SEN is the preferable mode of teaching, there are still a significant number of special schools and countries should make sure that physical education is part of schools services and these services are being delivered by qualified professionals. * Adapted physical education consultants should be employed in all European countries in order to provide an appropriate support for physical education teachers in inclusive PE. These professionals could also work part time as PE teachers in special schools or classes and part time as APE consultants. The framework of competencies needed to become a qualified APE professional is one of key outcomes of this project Adapted physical education builds its APE related competencies on professional foundations in physical education and special education training programmes. * Appropriate support to physical education of students with SEN should include also: (i) trainer paraprofessionals (teacher assistants), (ii) programmes for peer tutoring, (iii) adapted equipment and (iv) support by community or disability sport services. | * Project aimed to contribute to more social inclusion by setting up the standards for training professionals who will be responsible for inclusion in the areas of physical activities * The objectives of the project are: (a) To describe the professional competencies in each of the three areas of Adapted Physical Activities: (1) adapted physical education in schools; (2) APA in sport, and (3) APA in rehabilitation; (b) To identify the needs for each APA area in all partner counties and; (c) To define academic standards (subject specific competencies and learning outcomes) in the three areas of APA * However, the present reality in Europe is much different, and **yes we need APA professionals in Europe and yes we will probably need them for longer than we expect because many European countries are not yet providing good quality services in APA, and many children, youngsters and adults with disability still do not have the same sport and exercise opportunities offered to other individuals without disability**. | Growing number of students with disabilities being included in general education results in a situation where more and more physical education teachers are faced with the reality of teaching these students together with the rest of the children. In most cases teachers are not permitted to decide if they will have a student with a disability in their class, but they can decide to which extent they will include this student |
| 1. **Special Olympics Researches** |  | * Almost all athletes experience improvement in sports skills (94% on average across China, Latin America, and the United States). * Beyond improvements in sports skills, nearly all Special Olympics athletes (more than 90%) from all countries studied experience improved self- esteem and self confidence. * There is a strong connection between Special Olympics participation and healthy physical activity. Based on their reported level of activity, Special Olympics athletes are more physically active than members of the general population in the United States! * Two-thirds of parents in the United States (65%) report involvement with Special Olympics elevates their understanding of their children’s abilities and raised expectations of what can be achieved. * Most parents of young athletes in Romania (70%) report raised expectations of their children; and 90% say they learned new ways to work with their children. * Most siblings of athletes in the United States (82%) feel that Special Olympics has a positive impact on their family. * Most parents of athletes in the United States (75%) say Special Olympics has a positive infl uence on their social relationships outside of their family.   The Japanese youth underestimated the capabilities of students with intellectual disabilities and expressed that they were hesitant to interact with them:  • Japanese youth largely felt that individuals with intellectual disabilities were severely impaired.  • Less than half of the youth believe students with intellectual disabilities are capable of the basic independent living skills common to adolescents (including “act appropriately toward strangers,” “handle money,” “use public transportation,” “use tech gadgets” or “act considerately toward others”).  • Very few of the Japanese youth said they would interact with students with intellectual disabilities socially (such as by spending time with them out of school, talking with them personally, etc.), though more said they would be willing to interact with students with intellectual disabilities in school, but only for some school-related activities, such as sharing a textbook, or working with them on a task.  • The youth reported feeling uncomfortable around people with intellectual disabilities. They expressed fear or uncertainty as to how students with intellectual disabilities might behave and concern that interaction with them might impact their own image in the eyes of their peers. Only 39 percent of the Japanese youth said they thought students with intellectual disabilities could act appropriately when meeting a stranger, and only 36 percent said they would act considerately toward others. |  |  |  | The improvements athletes make in social skills and friendships are often dramatic. In the United States, for example, approximately 90% of family members report improvement in both social skills and friendships.4 Coaches are even more likely to note improvements, with approximately 95% reporting improvements in both areas. |
| 1. **Cerebral Palsy International Sports and Recreation Association** | People with Cerebral Palsy (CP) and related neurological conditions  (CPISRA is a founding organisation of the Paralympics and one of only four International Organisations of Sport for the Disabled (IOSD) recognised by the International Paralympic Committee (IPC) to represent impairment groups) | Main aims:   * to provide and promote opportunities for recreational sport and activity, * the development of grassroots adaptive sport, * devise platforms for regional and international competitive and elite sport * to promote and develop the means by which people throughout the world can have access to opportunities for participation in sport and recreational activities. * Evolves, grows and supports development of new and adaptive recreation and sports. For example, Boccia and CP Football are Paralympic sports that were both developed and evolved to International Sports Federations by CPISRA | * Facilitating exercise, recreation and sport research from grass roots to elite, including the delivery of the CPISRA Regional Events and CPISRA World Games * Helping health professionals, parents, careers, schools, charities, etc to encourage recreational and sport participation. | CPISRA is developing an Academy model as well as residential camps. Academy programmes and Camps will be Sport, Recreation/Activity and/or Personal Development based. Camps may include all three categories. Camps will be carefully tailored and structured and develop the person as well as the athlete.  Example of camp:   * Introducing individuals with Cerebral Palsy to Sport and Recreation. * Preparing Talented athletes to be Elite athletes * Summer Activity/Recreation Camps. * Helping Elite Athletes to cope with life after International competition. * Encourage mature individuals with Cerebral Palsy to participate in Sport and Recreation. * Intensive Sport Training, one sport or related groups of sports. | * to increase the number of National Members and promote with and through them the value of sport and recreation for those with cerebral palsy or a related neurological condition * encourage and facilitate the organisation and running of more World, National and Regional Games * work within the International Paralympic movement to ensure that those we serve are not disadvantaged on the world's sporting stage * challenge attitudes and assumptions * work co-operatively, with other organisations to achieve our vision | * It is estimated that two to three out of every 1000 new born children will develop CP. Approximately 40% of those born with CP will have a severe case. It is the most common motor disorder in children and is second only to autism as the most common disability in children   After 1967 International Sports Organisation for Disabled included CPs within its remit, as late as 1976 Ludwig Guttmann said that international rules for CPs were still only in preparation. In the Epilogue to his book, ***A Textbook of Sport for the Disabled***, he stated: “sport for CP sufferers and certain other forms of disability is still in its infancy” |
| 1. **European Paralympic Committee** | European Athletes with a disability | * Promote and contribute to the development of Sport opportunities and competitions for European Athletes with a disability as part of the world Paralympic Movement * to ensure the growth and strength of the Paralympic Movement through the development of the European National Paralympic Committees and to support the activities of all EPC members. | * The European Para Youth Games 2017- an international, competitive, multi-sport competition for athletes with a disability that reflects the highest standards of athletic excellence, Paralympic values and diversity.   The goal of the Youth Regional Programme provide exciting and inspiring events, as well as to help develop the Paralympic Movement and encourage younger athletes to do Paralympic Sport to achieve competitive excellence while engaging an entertaining spectators. | * Games and events * Paralympic summer and winter sports | PARALYMPIC SPORTS CLASSIFICATION   * The objective of classification is to unite athletes of one sport in groups according to their functional abilities in order to arrive at comparable performances and to assure fair and exciting competitions * Classification need to be carried out by trained and certified classifiers * Allocation to a sports class is the result of many different processes: physical and technical tests, as well as examination and observation both in and out of the competition. Allocation to a sports class is never final, changes can occur several times during an athlete’s career | Allocation to a sports class is the result of many different processes: physical and technical tests, as well as examination and observation both in and out of the competition. Allocation to a sports class is never final, changes can occur several times during an athlete’s career  The European Paralympic Committee organized several projects that further encourage and promote specific organizations and initiatives: EPC YOUTH AMBASSADORS PROJECT, Creators, Women in Sports , #BeInclusive Toolkit and the Voice Project. |
| 1. **International Committee of Sports for the Deaf** | Deaf/hard of hearing elite athletes from all of the world | Mission Statement:   * to cherish the value the spirit of Deaflympics where Deaf athletes strive to reach the pinnacle of competition by embracing the motto of PER LUDOS AEQUALITAS (Equality through sports) and adhering to the ideals of Olympics. * to supervise the organization of successful Summer and Winter Deaflympics. * to promote and contribute to the development of sport opportunities and competitions, from grass-root to elite level, for Deaf athletes. * to support and encourage educational, cultural, research and scientific activities that contribute to the development and promotion of the Deaflympics. * to fully enforce a drug-free sport environment for all Deaf athletes in conjunction with the World Anti-Doping Agency (WADA). * to promote sports for Deaf athletes without discrimination for political, religious, economic, disability, gender or race reasons | The organization’s mission in its constitution shall be in accordance with the United Nations' Convention on the Rights of Persons with Disabilities, specifically:   * Article 5 (Equality and non-discrimination) where specific measures which are necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discrimination under the terms of the present Convention; * Article 30 (Participation in cultural life, recreation, leisure and sport) where persons with disabilities shall be entitled and empowered, on equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign language and deaf culture. In addition, countries shall take appropriate measures to ensure that persons with disabilities have opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources. | The objects of the ICSD are as follows:   * to develop new training programs and expand existing opportunities for Deaf persons to participate in sports at international standards. * to award, supervise and assist in the coordination of the Summer and Winter Deaflympics. | * to come together not only to compete in their respective sports, but to also develop comradeships between their countries. | <https://www.youtube.com/watch?v=F9Y5AArjkcY> |
| 1. **International Blind Sports Federation – European Continental Delegation** | Blind and partially sighted sportsmen sportswomen to compete in equal conditions with their peers | IBSA firmly believes it is essential that the visually impaired sports movement has its own identity and that there is an international federation working to promote sports specifically for blind and partially sighted boys, girls, men and women. One of IBSA's goals is to remain a strong organisation: with over 100 member countries from all five continents and a considerable presence in many parts of the world, we are securing this objective  Key goals:  to foster friendship among blind athletes;  to motivate and get as many blind people as possible involved in sporting activities on a regular basis;  to promote and disseminate the ideas underlying both competition and recreational sport for the blind;  to defend the Olympic and Paralympic ideals and act in accordance with their principles,  to promote the aims and ideas of IBSA at schools for the blind and among blind youngsters in general;  to plan, promote and co-ordinate international events and activities with a view to stimulating greater development of sporting programmes for the blind in every country, including international sports meetings, seminars and conferences on questions related to sports for the blind;  to disseminate relevant information and arrange international exchange programmes for people linked to the world of blind sports and the sports advisors and officials of those organisations;  to establish universally accepted rules for blind sports;  to establish a register of records;  to provide assistance to those institutions and individuals who work in the field of blind sports;  to act as the maximum authority in all cases, except where the decision depends on a jury at an international competition. | main aim is to organise sports competitions and activites where blind and partially sighted can compete in equal conditions with their peers  The Executive Board is IBSA's governing body; priority in their actions and the use of resources is generally given to countries where blind sports programmes do not exist or are in need of support.  IBSA also strives to promote sports through various communications strategies, training programmes and institutional relationships with governments and other authorities. | To achieve your goals, IBSA encourage all blind and visually impaired people to get involved in different sports and physical activities. Everyone can become a blind athlete and take part in competitions ranging from school sports to elite championships for the visually impaired and the Paralympic Games. | * In IBSA believes that sport is one of the best ways to promote mainstreaming and integration in society for people with a visual impairment. * Sport can help people overcome their disability by boosting their self-esteem and their ability to overcome adversity | The International Blind Sports Federation (IBSA) has welcomed the decision of the International Paralympic Committee (IPC) to include blind football, judo and goalball onto the programme for the Paris 2024 Paralympic Games.  IBSA also has five regional committees:  IBSA Africa  IBSA America  IBSA Asia  IBSA Europe  IBSA Oceania  The regional committees' mission is to organise sports events for blind and partially sighted sportsmen and sportswomen in IBSA sports, as well as implement and consolidate the overall goals of the federation in their region, as they are laid down by the governing bodies.  Sports committees:  Each sport has a committee in charge of developing the sport, ensuring a strong competition calendar, setting the rules of the sport, laying down the sports technical conditions for events, plus many other matters related to their sport. |
| 1. **International Paralympic Committee** | The IPC is committed to enabling Paralympic athletes to achieve sporting excellence and to developing sport opportunities for all persons with a disability from the beginner to elite level | • the IPC aims to promote the Paralympic values, which include courage, determination, inspiration and equality  • to organize the summer and winter Paralympic Games and act as the International Federation for nine sports, supervising and coordinating World Championships and other competitions | • to support and encourage educational, cultural, research and scientific activities that contribute to the development and promotion of the Paralympic Movement  • to seek the continuous global promotion and media coverage of the Paralympic Movement, its vision of inspiration and excitement through sport, its ideals and activities  • to promote the self-governance of each Paralympic sport either as an integral part of the international sport movement for able-bodied athletes, or as an independent sport organisation, whilst at all times safeguarding and preserving its own identity |  | * “To enable Paralympic Athletes to achieve Sporting excellence and Inspire and excite the world” * enable - Creating conditions for athlete empowerment * Paralympic athletes - the primary focus, from initiation to elite level * achieve - sporting excellence is the goal of a sport centred organization * inspire & excite - touch the heart of all people for a more equitable society * aspiration- Athletes and the Paralympic Games are at the heart of our Movement. Their performances and incredible stories teach the values of acceptance and appreciation for people with a disability. * The Paralympic Movement builds a bridge which links sport with social awareness thus contributing to the development of a more equitable society with respect and equal opportunities for all individuals. | Paralympic Values:  • Courage- it encompasses the unique spirit of the Paralympic athlete who seeks to accomplish what the general public deems unexpected, but what the athlete knows as a truth.  • Determination- the manifestation of the idea that Paralympic athletes push their physical ability to the absolute limit.  • Inspiration -when intense and personal affection is begotten from the stories and accomplishments of Paralympic athletes, and the effect is applying this spirit to one's personal life.  • Equality-Paralympic Sport acts as an agent for change to break down social barriers of discrimination for persons with a disability. |
| 1. **Strategic Plan 2015 to 2018**   **Strategic outlook for the International Paralympic Committee** | The IPC, together with its development arm the Agitos Foundation, in-itiates growth and development of para-sport, ensuring opportunities exist for people with an impairment. | • consolidate the Paralympic Games as a premier sporting event  • empower para-athletes and support the development of para-sports  • main goals:  - consolidate the Paralympic Games as a premier sporting event  - empower para-athletes and support the development of para-sports  - improve the recognition and value of the Paralympic brand  • core business:  -build sustainable funding  -shape organisational capability  -foster key strategic partnerships | • ensuring a balanced yet attractive sports programme with high-quality and easily understood competition  • implementation a rigorous and transparent selection of sports, disciplines and events with attractive competition formats and exciting sports presentation by fostering engagement of key stakeholders and clients, such as NPCs, IFs, media, sponsors and spectators.  • promote the value of the Paralympic Games by maximising legacy and social impact opportunities as well as by harnessing commercial potential.  • develop the commercial value of the Paralympic  Games by better showcasing its unique values and manage the Paralympic Games broadcasting rights to have a strong influence in the broadcasting production |  | * \*Sir Philip Craven MBE IPC Presiden: * increase the numbers practicing * para-sports from the grassroots right through * to the elite level, improving the depth of talent coming from each country. * need to expand the pool of women athletes and athletes with high support needs. The Agitos Foundation will support this process through its various programmes of work, in * particular to those countries and sports that * need the most developmental and financial * assistance * to improve the * IPC’s governance covering everything from * athlete classification, which is unique to para-sport and has a direct impact on all athletes, to how we go about our daily business | • The Agitos Foundation is the development division of the IPC. It was launched in August 2012 and is the only global charity focussed on the development of para-sport  • The IPC, together with its development arm the Agitos Foundation, initiates growth and development of para-sport, ensuring opportunities exist for people with an impairment.  • IPC wishes to support athletes’ post-career transitions |
| 1. **International Paralympic Committee Style GuideThe following is a guide to correct generic terminology and language to be used in the Paralympic Movement** | For Paralympic Movement |  | General rules:  • always identify the person first and then the impairment, e.g. “an athlete with an impairment” not a “disabled athlete”. Sometimes it may not be necessary or relevant to mention the impairment, so don’t feel obliged to do so. When it is relevant, just mention what the impairment is and then move on.  • act naturally and don’t monitor every word and action. Don’t be embarrassed if you use common expressions like “see you later” (to a person with a visual impairment) or “I’d better run along” (to someone who uses a wheelchair).  • avoid using emotional wording like “tragic”, “afflicted”, “victim”, or “confined to a wheelchair”. Emphasise the ability and not the limitation, by saying that someone “uses a wheelchair” rather than “is confined” or “is wheelchair-bound”.  • avoid portraying people with an impairment who succeed as “extraordinary” or “superhuman”. For example, overstating the achievements of athletes with an impairment inadvertently suggests the original expectations were not high.  • portray the person as he/she is in real life. For example, a person with an impairment might be an athlete but he/she may also be a parent, a civil engineer, a doctor, a business manager or a journalist.  • people do not want to be recipients of charity or pity. Remember that a person with an impairment isn’t necessarily chronically sick or unhealthy.  • always ask a person with an impairment if he/she would like assistance before rushing in. Your help may not be needed. However, it is quite all right to offer help. If your assistance is needed then listen or ask for instructions.  • when talking with a person who has an impairment, speak directly to that person rather than a companion or interpreter.  • don’t forget that people with an impairment may need your patience and sufficient time to act independently. Give the person extra time to speak if they are using a communication aid or have a learning impairment.  • ask persons with an impairment to repeat themselves if you do not understand them.  • respect the person’s personal space and remember that a wheelchair is part of a person’s personal space.  • when greeting a person, if you normally shake hands, then offer the same gesture, even if the person has limited use of his/her hands or wears prosthesis. The person will let you know if a certain action is appropriate or not.  • do not assume that a person with a physical impairment also has a hearing impairment or that his/her mental capacity is diminished in any way. Speak in a normal tone and do not use language that is condescending |  | In line with the World Health Organisation, the IPC is moving away from using ‘disability’. The word reflects an interaction between features of a person’s body and features of society and normally infers that you are unable to do something. When referring to a loss in body function or structure, or activity limitation, the term ‘impairment’ is now preferred when describing athletes. This shifts the focus more onto athletes’ abilities and what they are able to achieve. Long term, the aspiration is that there is no need to use either word. Those who participate in Paralympic sport are quite simply athletes. The inspirational message they send every day through their incredible sporting achievements can help bring about social change.For all broadcasting commentary, impairment should be used instead of disability. |  |