

STEP IN

for inclusion



**The toolkit of the
European Project
Creating
Opportunities for
sport Members at
grassroots level to
Enable INclusion**

Co-funded by the
Erasmus+ Programme
of the European Union



SPARC



Special
Olympics





Creating Opportunity
for sport Members
at grassroots level
to Enable INclusion

Toolkit Index



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the project,
the partners



STEP 2 - CONTEXT&DEFINITIONS

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Disabilities definitions,
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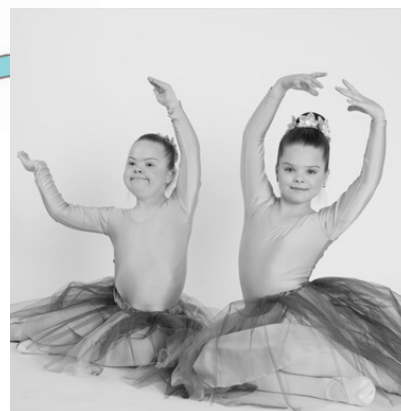
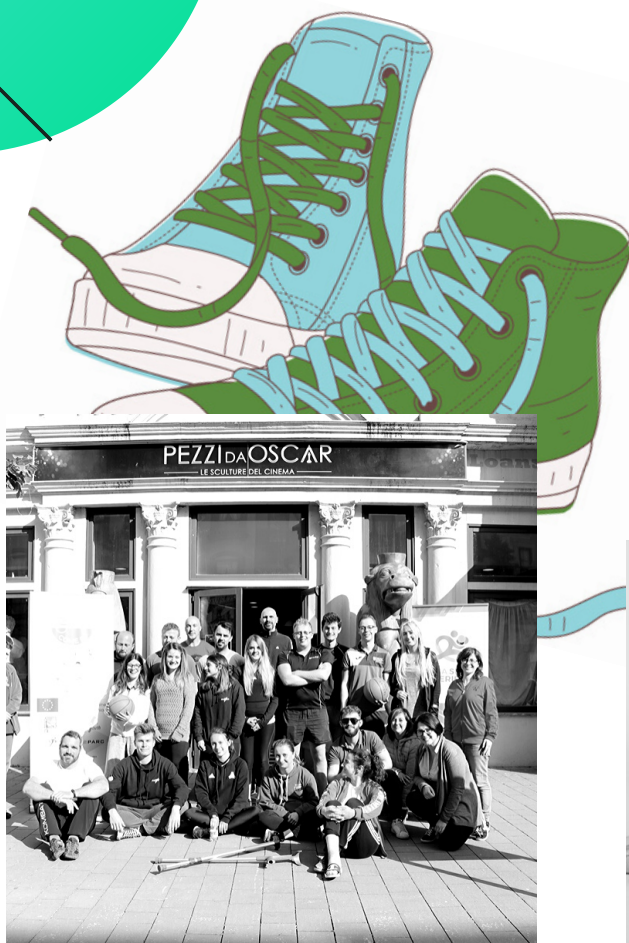
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Step 1



INTRODUCTION

CONTEXT &
DEFINITIONS

TOOLS &
ACTIVITIES





COME IN project



COME In is an European project supported by the Erasmus+ SportProgramme.

The project is led by OPES, Organizzazione per l'Educazione allo Sport, with 4 partners ENGSO Youth, ANESTAPS, SPARC and Special Olympics.

COME In project supports coaches, educators, volunteers, youth workers and leaders to create inclusive sport experiences aiming to increase participation of young people with disabilities in sports. It is a 24 month project aimed at communities across UK, France and Italy. COME In Project is focused on offering adapted and inclusive sport sessions for young people with or without disabilities



CREATE

August 2018 – Rome:
face to face meeting
on best practices
inventory and training
implementation

TRAINING

February 2019 –
UK: training course
for sport trainers,
mentors and coaches
involving 24 participants
from Italy, Uk and France

PILOT ACTIVITES

February – May 2019:
national pilot
activities
implemented by the
training course
participants

EVALUATION

May 2019 – second
part of a training
course with
all feedbacks collected
after the pilot activities
to finalize the toolkit

FINALIZE

May-October 2019 –
UK/Italy/France:
finalization of the
toolkit and preparing
an on line campaign
to promote it

PROMOTE

October 2019: final
event to present project
results, launching the on
line campaign about
creating session of
inclusive sport and
physical activity

The partners



OPES - COORDINATOR

OPES is a non-profit Sport Promotion body, recognized by CONI, working at grassroots level using sport as a tool for inclusion development and education.



ENGSO YOUTH

ENGSO Youth is the youth department of ENGSO. a not for profit organisation, the umbrella organisation of 37 European countries, and work to give youth a real say in sport.

The partners



ANESTAPS

ANESTAPS is the representative organization of the students of Sciences and Techniques of the Physical and Sports Activities in France.



SPARC

SPARC is a not for profit organisation based in Cornwall (England). Its main aim is to remove barriers in sport.

IN
COOPERATION
WITH


**Special
Olympics**



SPECIAL OLYMPICS

The mission of Special Olympics is to provide sports training and athletic competition in a variety of Olympic type sports for people with intellectual disabilities.

Why we are producing a toolkit/the benefits:



A major focus of the Come In Project is producing this toolkit which aims to provide people working in the grassroots field of sport and physical activity across Europe with an overview of the activities that they can realise in their reality, the reality of situations, barriers faced, the political climate and practical advice and tips on running appropriate activities for people with disabilities.

It is extremely important to understand and appreciate that people with intellectual and physical disabilities such as varying degrees of autism, cerebral palsy and downs syndrome means that daily activities that are taken for granted by young people without disabilities are a lot more complex for them. In addition, the access to leisure based activities is often very limited due to a lack of appropriate facilities and provision in the community.




This toolkit aims to provide tips and advice on how to make your practices more inclusive and appropriate for people with disabilities whilst also giving practical examples and case studies of activities. This practical resource is something that can be kept within youth clubs, grassroots organisations, sports clubs, schools/colleges/universities and used by the volunteers/coaches/teachers who are delivering the activities at a local level. The toolkit will provide you with ideas that you can use, as well as adapt for your own reality and ability/experience levels of the participants you are working with.

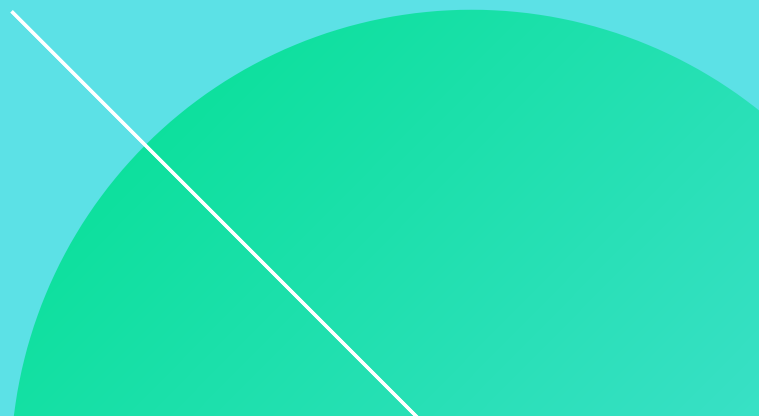


This toolkit is a collection of tools, tips, references and materials useful for sport members at grassroots level, teachers and educators who wants to start an inclusive program for young people with disability using sport.



How it is working?

Everytime you see this icon  you can click on it and the document will directly go to the resources and the materials you are interested to





Step 2



INTRODUCTION



CONTEXT &
DEFINITIONS



TOOLS &
ACTIVITIES



European context

UN CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES - 2006

signed by the EU, states the obligation to enable persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities;



<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

WHITE PAPER ON SPORT - 2007

recognizes that sport involves all citizens regardless of gender, race, age, disability, religion and belief, sexual orientation and social or economic background.



<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52007DC0391>

European context

EUROPEAN COMMISSION COMMUNICATION TO DEVELOP THE EUROPEAN DIMENSION IN SPORT – 2011

emphasizes the rights of persons with disabilities to participate on an equal basis (with non-disabled people) in sporting activities.



<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52011DC0012>

EUROPEAN PARLIAMENT RESOLUTION ON AN INTEGRATED APPROACH TO SPORT POLICY: GOOD GOVERNANCE, ACCESSIBILITY AND INTEGRITY – 2017

“recognizes for disabled people equal access to all sports facilities [...] and calls for greater integration of all sports-related components according to the principle that sports facilities should be accessible to all.



http://www.europarl.europa.eu/doceo/document/TA-8-2017-0012_EN.html1

European context

THE EUROPEAN DISABILITY STRATEGY 2010–2020

aims at fostering social inclusion of people with disabilities, as well as improving their wellbeing and enabling them to fully exercise their rights. Concerning sport, the strategy aims to “improve the accessibility of sport, leisure and recreational organisations, activities, events, venues, goods and services, [...]”; promote participation in sport events and the organisation of disability-specific ones”.



<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM%3A2010%3A0636%3AFIN%3Aen%3APDF>



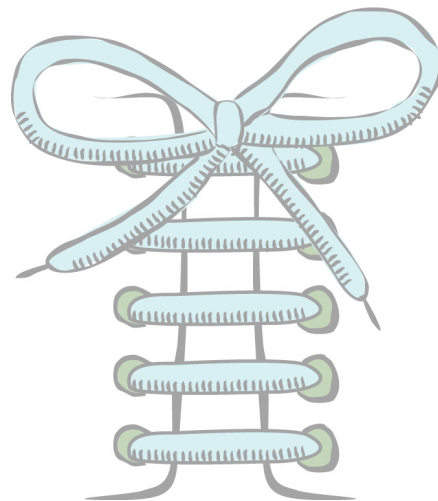
WORLD HEALTH ORGANIZATION



Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.

DISABILITY CAN BE

- Acquired
- Invisible
- Temporary



MAY BE:

cognitive,
developmental,
intellectual,
mental,
physical,
sensory,
or some combination of these.

Definitions

There is no just one definition or model in which everyone agree.

Check the following link for further references



The model



SPECIAL OLYMPIC UNIFIED SPORTS®

brings people with and without intellectual disabilities (ID) together through sports. It combines an approximately equal number of Special Olympics athletes with ID and Unified partners without ID on teams for training and competition.





Special Olympics Unified Sports® Models



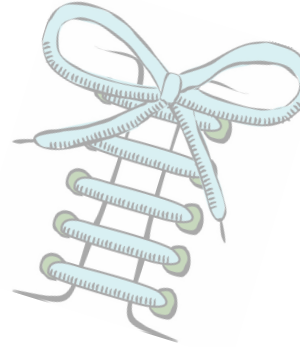
There are three basic models of Special Olympics Unified Sports.

Every coach/teacher can choose which model or combination of models will be most beneficial for their team/players.

The following models provide a framework for guiding implementation within your sport club, school or community.

- Does not require teams to be composed of athletes and partners of similar age and ability.
- No specific training and competition structure required
- Allows modifications to the Special Olympics Official Sports Rules
- Recreational sports opportunities are offered within a non-competitive realm.

Special Olympics Unified Sports® Models



2

Player
Development

- Players should be of similar age, not necessarily similar ability
- Players of higher abilities serve as mentors, assisting teammates of lower abilities in developing sport-specific skills and tactics.
- Official sport rules can be modified
- There is a non-competitive, cooperative team environment.



3

Competitive

- To enhance the Unified Sports experiences, athletes and partners must be of similarly age and ability for team sports.
- All players must have necessary sport skills and tactics
- Official sport rules are applied and without modification
- Players with and without intellectual disabilities train and compete on the same team.

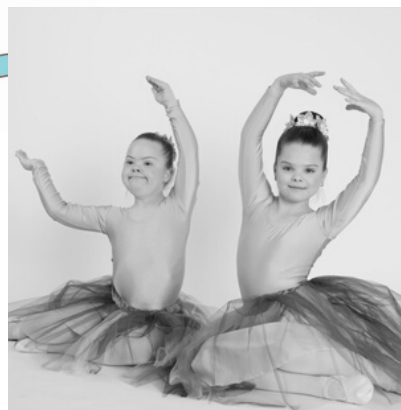




Step 3



INTRODUCTIONS



TEORIES &
DEFINITIONS



TOOLS &
ACTIVITIES



S- SPACE

What is the space
that is available
for your activity?
How can be
used?

T- TIME

How can you play
with time to
include
everyone?

the STEP model

**Check the full
description**

E-EQUIPMENT

What kind of
equipment do I
have or I can use?



P-PEOPLE

What kind of
people are
attending my
activities?

How can I adapt my sport session?

Top tips for adapted activities

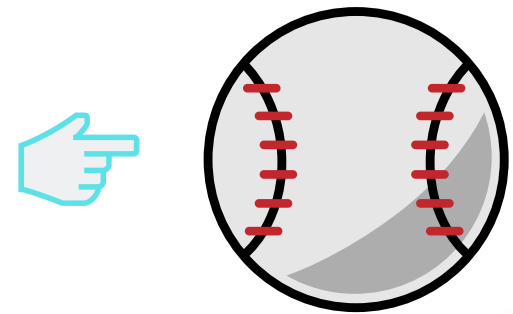
VOLLEYBALL



BASKETBALL



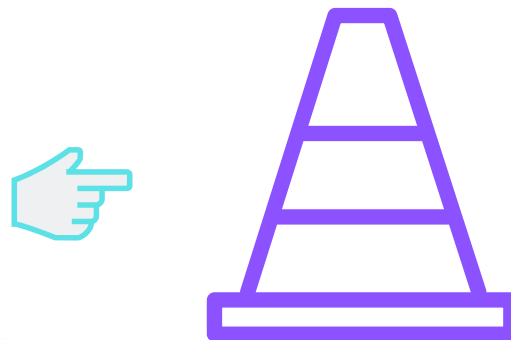
ROUNDERS BASEBALL



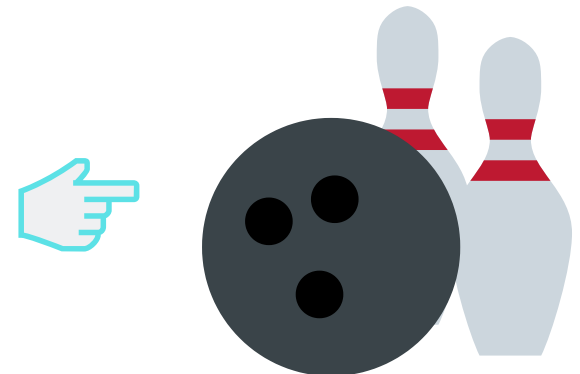
TARGET GAMES



TIC/TAC/TOE



DOMINOS



Case Study/ Best Practice of SPARC day centre disability program

Throughout 2019, SPARC have been delivering regular sport and physical activity sessions at day centres across West Cornwall for adults with physical and intellectual disabilities. The project has had an extremely positive impact on the lives of the beneficiaries and enabled our staff to remove the traditional barriers to participation that are faced by people with disabilities such as cost, access to facilities, stigmatisation appropriate - adapted delivery and transport. The variety of activities that were delivered provided the participants with the opportunity to try different activities for the first time which included volleyball, golf, new age kurling, boccia, cricket, tennis and badminton. The regular weekly sessions significantly raised the physical wellbeing of all the participants and has also increased their desire to engage with more sport and physical and be more active outside of the sessions. This has been made possible by linking with Special Olympics Cornwall as well as the local ability counts football league where some participants have been signposted to their local disability teams and are now sustaining their participation in physical activity. The coaches who delivered the weekly sessions taught the participants games and activities throughout the duration of the project which, coupled with the purchasing of specialist equipment which has been left in the day centres means that the participants are confident and able enough to keep the sessions going themselves beyond the lifespan of the project.

BARRIERS

COST



Is your activity affordable for your target?

TRANSPORT



Is the venue of your activity easily reachable?

APPROPRIATE FACILITIES



Is the venue of your activity accessible?

APPROPRIATE DELIVERY



What is the coaching approach you are using?

COMMUNICATION



How to communicate your inclusive programs?

SUSTAINABILITY



How to make your programs sustainable?



ITALY

- Activity 1 - Roma RitmicAll



ITALY

- Activity 2 - Vasto All around basket



ITALY

- Activity 3 - Torino Educadendo



Pilot Activities

COME IN



FRANCE

- Activity 1 - Badm'Inclusion



FRANCE

- Activity 2 - Le hand fait son show



FRANCE

- Activity 3 - National day of Sport and Disability



Pilot Activities

COME IN

UK:

- Activity 1 – Disability sport project for Cornwall



UK:

- Activity 2 – Unified Sports Club (South Wirral High School)



Pilot Activities

COME IN



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Thanks to

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