

DUAL CAREER OF STUDENT-ATHLETES WITH DISABILITIES AS A TOOL FOR SOCIAL INCLUSION

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EXECUTIVE SUMMARY AND SUGGESTIONS

The objective of this presentation is to sum up the executive summary and provide suggestions for discussion for the next stages of the project based on the literature review, the comparative analysis of partner reports, and the integration of information and references to the European framework



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Complex report due to the lack of homogeneous and comparable data related to the following issues:

- Organisation of the sports system
- Organisation of the education system
- Models of disability



LEGAL FRAMEWORK 1/2

BRIEF
INTRODUCTION

The rights of people with disabilities are formally recognized.



UNDERSANDING LEGAL FRAMEWORK 1/2

* UN Convention

- Partner countries signed the Convention on the Rights of Persons with Disabilities (UN, 2006) which recognizes that persons with disabilities have the right to take part to education (Art. 24) and to sport (Art. 30).

* Local provisions

- In all partner countries there are national and/or regional acts or legislation that directly concern people with disabilities, both in the field of sport and education.

* Examples

- Romania: law 448/2006;
- Italy: law 104/1992;
- Spain: organic law 4/2017 in Spagna;
- Portugal law 38/2004;
- Ireland: Disability Act, 2005.

LEGAL FRAMEWORK 2/2



DIFFERENCE



ONLY Spain (Organic Law 4/2007) and Portugal (Law 272/2009) have specific laws.

01

DIFFERENCE



According to the study commissioned by the European Parliament (2016), the majority of Member States still provide limited support to student-athletes. (Capranica, L.; Guidotti, F. (2016). Research for culture committee - qualifications/dual careers in sports. Brussels: European Union)

02

THERE ARE SIGNIFICANT DIFFERENCES BETWEEN COUNTRIES
IN TERMS OF DUAL CAREERS.



DIFFERENCE



Due to the university/higher education institution's autonomy in decision-making, even in countries without specific national legislation, some universities have autonomously put into practice measures to support dual-career paths for student-athletes.

03

Example: Italy

Example related to rehab



GOOD PRACTICES

1/4

IN ALL THE COUNTRIES INVOLVED IN THE PROJECT
THERE ARE PROJECTS AND
INITIATIVES AIMING TO PROMOTE SPORTS ACTIVITIES



Example: Italy

Italian Paralympic Committee has been working with schools and rehabilitation units for several years.

Example above related to schools



Example: Ireland

In Ireland, there is a solid network linking LSPs (Local Sports Partnerships), Sports Inclusion Disability Officers (SIDOs) in conjunction with CARA (National Irish disability sports organization).



GOOD PRACTICES 1/4



VERSIONE ACCESSIBILE



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CENTRO DI PREPARAZIONE PARALIMPICA

TERRITORIO

ORGANISMI SPORTIVI

NEWS

SPORT

ATTIVITÀ ISTITUZIONALE

REGISTRO SOCIETÀ



Italian Paralympic Committee recognizes EISI
Italian Inclusion Sport Organization

* ● ● ●

● ● ●



GOOD PRACTICES 2/4



Sports tutoring is an integrated system of interventions that support/guide athletes in their personal, athletic, academic and educational/professional development*:

Age	10	15	20	25	30	35
Athletic Level	Initiation	Development	Mastery		Discontinuation	
Psychological Level	Childhood	Adolescence	Adulthood			
Psychosocial Level	Parents Siblings Peers	Peers Coach Parents	Partner Coach		Family (Coach)	
Academic Vocational Level	Primary education	Secondary education	Higher education	Vocational training Professional occupation		

Reference

*Wylleman, P. & Lavallee, D. (2004). Career transitions in sport: European perspectives. "Psychology of Sport and Exercise", 5 (1), pp. 7-20.



GOOD PRACTICES 3/4



Best practices of sports tutoring at EU level have the following characteristics:*

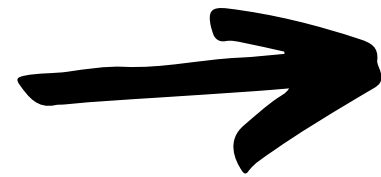
- **Regulated action**: programs are based on precise identification criteria and are underpinned by clear and nationally valid laws
- **Preventive action**: the athlete is identified from the earliest stages of his or her sporting career Continuous action: the athlete is accompanied until he/she enters the labor market (job placement).
- **Coordinated action**: programs are based on coordination between multiple stakeholders in the field of sport, education, work. Etc.
- **Centralized action**: programs are directed by a centralized body that coordinates the actions of individual stakeholders.
- **Flexible action**: The type of support offered responds to the specific needs of the individual.
- **Assessment / Evaluation**: Projects are monitored
- **Economic support**

Reference

*Kazandzieva, K. (2018). *Survey on best European practices in dual career of athletes*. Brussels: European Union.



GOOD PRACTICES 4/4 in action



In many countries, there are initiatives implemented by individual universities in the following areas:

- Identification of the specific needs of each student-athlete in advance (needs analysis)
- Flexible/agile curricular organization (flexible exam dates) or exemption from compulsory attendance in case of participation in sports events/competitions
- Support in the transition phase from sports career to job placement

DO YOU HAVE **ANY QUESTIONS?**

Feel free to make this
presentation an open discussion
for questions or to share ideas.
Please take notes for the final
discussion



HIGH LEVEL ADAPTED SPORT

At EU level, there is no systematic collection of specific data on the participation of people with disabilities in sport

(Reference: ECORYS (2018). Mapping on access to sport for people with disabilities. A report to the European Commission. Luxembourg: European Union)

FROM THE DATA COLLECTED IN
THE PARTNERS' REPORTS
THERE ARE:

- 56 elite athletes representing Spain
- 36 Paralympic athletes representing Portugal
- 101 athletes representing Italy in Rio-2016

SUGGESTIONS AS
WORKING HYPOTHESES

- All the countries are invited to COLLECT more accurate official data to help quantify the phenomenon from the designated bodies.

PEOPLE WITH DISABILITIES IN HIGHER EDUCATION

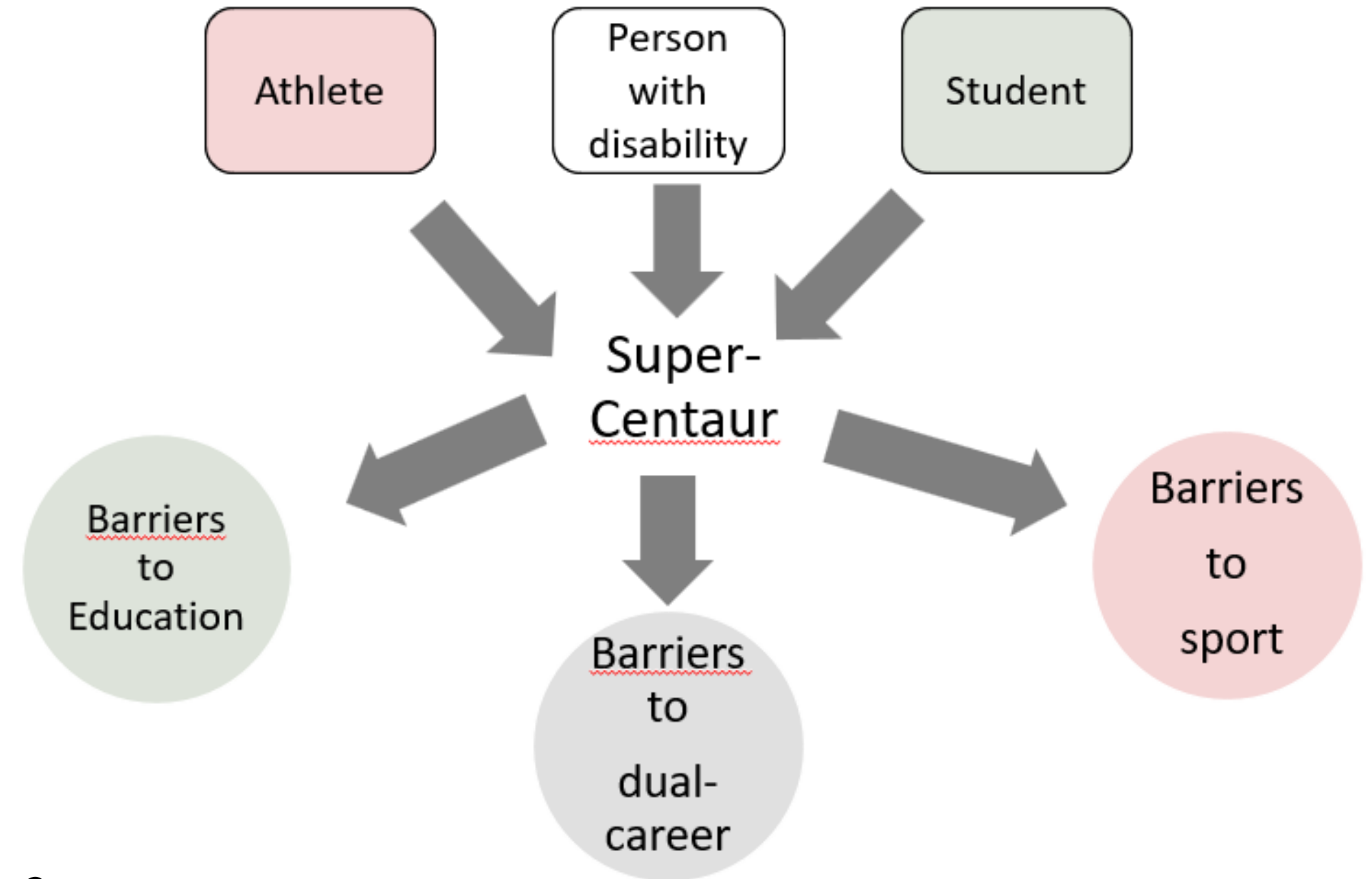
Despite the growing number of people with disabilities who have graduated from university, there are still significant inequalities compared to people without disabilities

(Reference: EUROSTAT, (2011): https://ec.europa.eu/eurostat/databrowser/view/hlth_de020/default/table?lang=en)

FROM THE DATA COLLECTED BY THE PARTNER COUNTRIES INVOLVED IN THE PROJECT

- The percentage of students with disabilities enrolled in university shows variation in a range from 0.1% (Romania) to 6.2% (Ireland);
- The general degree of accessibility (set of services provided for people with disabilities) varies from country to country and from university to university.
- The most frequent measures implemented are:
 - Exemptions/tax benefits
 - Reserved places (a given percentage % of total enrolment)
 - Specialized tutoring
 - Adaptation of teaching and assessment methods (exam)
 - Provision of teaching aids and materials
 - Counseling services for job placement

BARRIERS AND OBSTACLES FOR THE DUAL CAREER 1/2



Reference

*Pato, A.S., Isidori, E., Calderon, A., Brunton, J. (2017).An innovative European sports tutorship model of the dual career of student-athletes. UCAM Catholic University of Murcia.

BARRIERS AND OBSTACLES FOR THE DUAL CAREER 2/2

Regarding the specific area of the dual career, there is a lack of empirical data, direct experience and scientific studies.

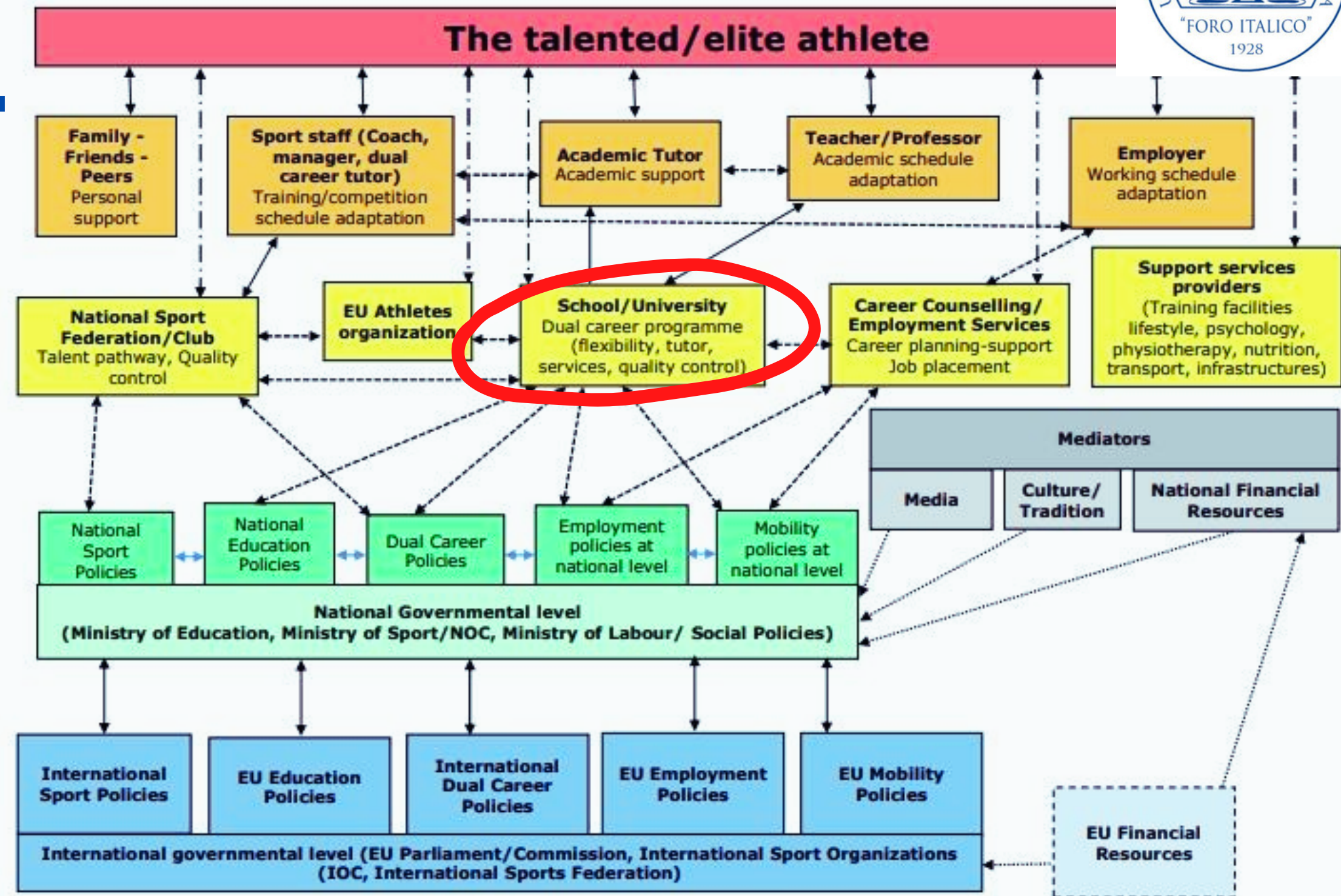
MAIN BARRIERS TO THE DUAL CAREER ARE:

- fatigue and stress
- lack of time
- distance between the training center and the university (logistics)
- lack of flexibility in teaching pathways
- lack of qualified university staff
- lack of economic resources

SUGGESTIONS AS WORKING HYPOTHESES

- It is crucial to map the specific needs of the persons strictly involved.
- Considering the difficulty in finding a significant sample of student-athletes with disabilities, the partners are invited to consider involving not only students already enrolled, but also students in the process of enrolling at university (as stated in the project).

SPORTS TUTORING OF PEOPLE WITH DISABILITIES AND EXPERT STAFF SUPPORTING THE ATHLETE 1/3



Reference

*Capranica, L.; Guidotti, F. (2016). Research for cult committee - qualifications/dual careers in sports. Brussels: European Union.

SPORTS TUTORING OF PEOPLE WITH DISABILITIES AND EXPERT STAFF SUPPORTING THE ATHLETE

2/3

WORKING HYPOTHESES AND RECOMMENDATIONS

Taking into account the
different national tutoring
systems, it is crucial to:

ISSUE 1

Define and outline the
field of competence of the
"university sports tutor"

ISSUE 2

Identify the training
actions by means of
implementing the special
need dimension of
tutoring

ISSUE 3

Identify other
professionals within the
network of stakeholders
the university sports
tutor will interact with

ISSUE 4

Define and outline the
competencies of the
other stakeholders within
the more general sports
tutoring system

SPORTS TUTORING OF PEOPLE WITH DISABILITIES AND EXPERT STAFF SUPPORTING THE ATHLETE

3/3

SUMMARY *OF* SUGGESTIONS

COMPETENCIES OF THE "UNIVERSITY SPORTS TUTOR"

01

- Welcoming the student-athlete at university and facilitating his/her integration
 - Supporting the student-athlete in handling bureaucratic procedures
 - Mapping the student-athlete's special needs
 - Mediating between the student-athlete, teachers and classmates
 - Collaborating with teachers in drawing up a personalized educational plan
 - Facilitating the development of personal resources
 - Facilitating job placement
-

'DIRECT' STAKEHOLDERS

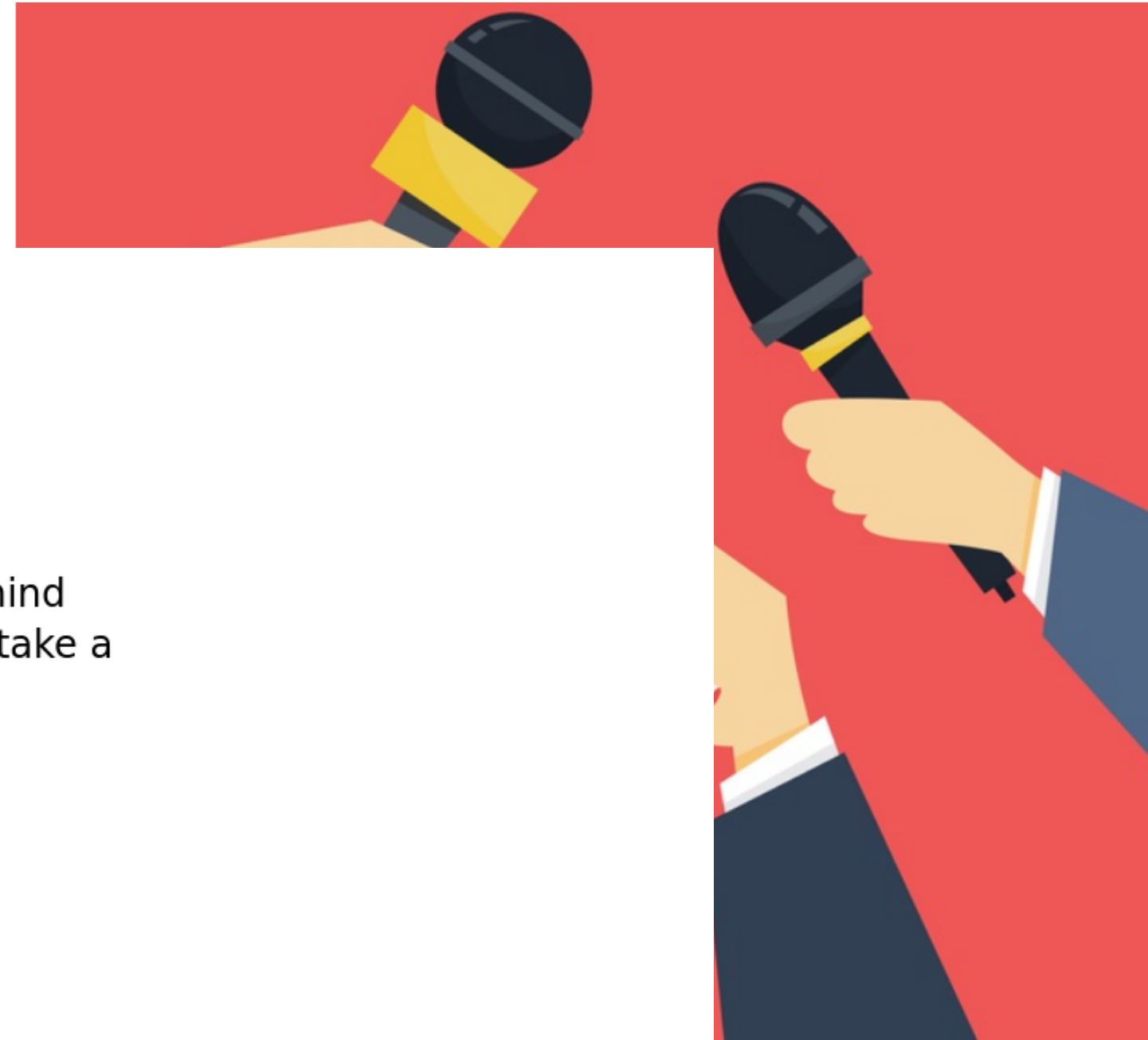
02

- Psychologist/Counselor/Educator/Coordinator of the sports tutoring process
 - Parents
 - Teachers and classmates
 - Coaches and sports managers
 - Qualified special needs tutors, interpreters, and other university specialized staff
 - Job placement /employment agencies
-

THANK YOU
FOR JOINING
TODAY'S WEBINAR.



I would like to thank Lorenzo Cioni, Emanuele Isidori, Angela Magnanini, Giulio Morelli, Alessio Tasca, without whose help this event would not have been possible!

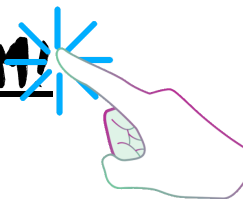


Thanks for attending. Before we go, would you mind sharing your thoughts on the session? Should only take a minute.

Give feedback

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DUAL CAREER OF STUDENT-ATHLETES WITH DISABILITIES
AS A TOOL FOR SOCIAL INCLUSION

PARA-LIMITS

National Formal Evidence-Data Collection and Literature Review

COUNTRY

.....Ireland.....

ORGANISATION

.....University of Limerick.....



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1

LEGAL FRAMEWORK IN IRELAND

Detail and explain the national, regional and local policies on adapted sport and social inclusion (two pages maximum).

In Ireland two important Acts have helped to progress the rights of people with disabilities, namely the Disability Act 2005 and the Equal Status Acts 2000-2018 (Cara, nd-a). In addition, Ireland ratified the United Nations Convention on the Rights of People with Disabilities (UNCRP) in 2018 (Cara, nd-a). By doing so commitment was made to equal treatment of people with disabilities when it comes to sport and physical activity (Cara, nd-a).

The Equal Status Act 2000-2018 prohibits discrimination in the provision of goods and services, accommodation and education (Irish Human Rights and Equality Commission, nd). An example of this would be if a sports organisation, club, association etc treated a person unfavourably due to their disability (Cara, nd-a). The Disability Act 2005 obliges public bodies to ensure that their buildings and services are accessible for people who have a disability (National Disability Authority, nd-c).

In Ireland there is a National Disability Authority (NDA) which was established on 12 June 2000 (National Disability Authority, nd-a). The NDA is an 'independent statutory body that provides information and advice to the Government on policy and practice relevant to the lives of persons with disabilities' (National Disability Authority, nd-a). The functions of the NDA include, for example, research, development of relevant statistics and standards, and codes of practice (National Disability Authority, nd-a). According to the NDA their overarching role is 'to provide advice and information to the Minister for Justice and Equality on matters concerning policy and practice in relation to persons with disabilities and to assist the Minister in the co-ordination of disability policy' (National Disability Authority, nd-b). The Minister for Justice and Equality is a member of the Irish Government and therefore disability is represented at the highest levels of government in Ireland. The NDA has provided information and research on sport and disability in

Ireland. An example of research related to disability sport by the NDA includes the 2005 report on the promotion of the participation of people with disabilities in physical activity and sport in Ireland (National Disability Authority, 2005).

In 2017, the Department of Justice and Equality in Ireland published the National Disability Inclusion Strategy 2017-2021 (Department of Justice and Equality, 2017). Regarding sport and inclusion, the document indicated that;

‘We will foster disability awareness and competence in voluntary, sporting, cultural and other organisations. We will ensure that disability inclusion is fully integrated into funding programmes, monitored and linked to further funding.’

(Department of Justice and Equality, 2017, p. 35)

From a sporting perspective, Sport Ireland is the national body in Ireland responsible for the development of sport (Sport Ireland, 2017). The remit of Sport Ireland ranges from elite sport development to facilitating increased participation in “recreational sport” (Sport Ireland, 2017). In 2017, Sport Ireland published the *Sport Ireland Policy on Participation in Sport by People with Disabilities* (Sport Ireland, 2017). This policy explicitly outlines Sport Ireland’s position in relation to the participation in sport and physical activity by people with disabilities. Sport Ireland state that ‘our statutory remit and strategic vision require that we take account, and serve the needs of people with disabilities across the sporting spectrum’ (Sport Ireland, 2017, p. 3).

This policy document from Sport Ireland states that Sport Ireland ‘are committed to the equal treatment of people with disabilities when it comes to their participation in sport and physical activity in line with Article 30.5 of the United Nations Convention on the Rights of People with Disabilities’ (Sport Ireland, 2017, p. 4). The policy outlines the current provision with regard to sporting organisations and identities working with people with disabilities and a number of key principles and action points. These key organisations include National Governing Bodies of Sport (NGBs), Local Sports Partnerships (LSPs), the Cara centre and Paralympics Ireland (for further detail regarding these organisations refer to sections 2 and 3). Sport Ireland in this document have identified the adoption of an

inclusive approach across the entire organisation as a key principle (Sport Ireland, 2017). Specifically they state that ‘we will also actively promote such an approach throughout the sport and physical activity sector’ (Sport Ireland, 2017, p. 7). Finally Sport Ireland in their statement of principles indicate that they will include the voice of persons with disabilities ‘in our deliberations and programme development’ and will ‘fully engage with the disability sector in developing policies and programmes’ (Sport Ireland, 2017, p. 7). Further detail regarding Sport Ireland funded initiatives and organisations working in this area are provided in section 2 and 3. This detail in sections 2 and 3 shows how Sport Ireland have supported the inclusion of people with disabilities in sport and they are an example of how their policy document on sport participation by people with disabilities has been enacted.

In 2018, the Government of Ireland published their national sports policy for the period 2018 to 2027. The policy sets out the government’s vision of what sport will look like in 2027 in Ireland and the actions that will be taken to realise this vision (Department of Transport Tourism and Sport, 2018). The policy is underpinned by a set of seven core values and one of these values is the promotion of inclusion. Specifically the policy states under this value that ‘sport must be welcoming and inclusive, offering appropriate opportunities for participation and improvement to all. We will promote inclusion to deliver our desired outcomes with a focus on addressing social, disability, gender, ethnic and other gradients’ (Department of Transport Tourism and Sport, 2018, p. 19). A number of action points within the policy document relate to the promotion of participation in sport and physical activity by people with disabilities. These actions involve the development of initiatives with NGBs, LSPs, schools, third level institutions, the CARA centre and relevant parties to address participation in sport by people with disabilities (Department of Transport Tourism and Sport, 2018). Finally the actions also address the disability gradients in participation, introduction of a national network of Sports Inclusion Disability Officers (SIDOs) and the inclusion of disability awareness training into volunteer training programmes (Department of Transport Tourism and Sport, 2018).

2

GOOD PRACTICES IN IRELAND

Good practices, both from public and private initiatives (two pages maximum).

In Ireland, there have been a number of examples of good practices. These are detailed below:

CARA Centre:

The CARA centre is based within a third level institution and is a ‘national pan-disability sport organisation providing a collaborative and partnership platform to increase sport and physical activity opportunities for people with disabilities’ (Cara, nd-b). The centre works with disability, sporting, community and statutory bodies in Ireland to increase opportunities for sport and physical activity participation for people with disabilities. The vision of the centre is ‘putting disability sport and inclusive physical activity at the heart of our nation’. As part of their work, the Cara centre runs training and education workshops. Examples of workshops that they deliver include ‘Autism in Sport’, ‘Sport Inclusion and Disability Awareness’, ‘Accessibility and the Great Outdoors’, ‘Inclusive Fitness Training’, ‘Inclusive Adventure Activities Training’, ‘Inclusive PE’ and ‘Disability Inclusion Training’.

Local Sports Partnerships and the Sports Inclusion Disability Officers:

Each county (area/ municipality) in Ireland has a Local Sports Partnership (LSPs) funded by Sport Ireland. For example, the Limerick Sports Partnership is based in the University of Limerick. The LSPs are the delivery agents for the rollout of many sport and physical activity programmes in Ireland and have been tasked by the government with ‘increasing participation levels in sport and physical activity especially among those sectors that are currently underrepresented in sport’ across the country (Department of Transport Tourism and Sport, 2018, p. 14). With this focus in mind, the LSPs play a vital role in Ireland in enhancing opportunities for sport and physical activity participation for people with disabilities. To assist with this function a Sports Inclusion Disability Officer (SIDOs) resides within the LSPs. The aim of the SIDO is ‘to increase the participation of people with

disabilities in sport, fitness and physical activity throughout the country' (Sport Ireland, nd-b). This is achieved through working collaboratively with statutory bodies in Ireland, community groups, sports clubs, disability service providers, people with disabilities, schools and facility providers (Sport Ireland, nd-b). Finally, some of the main responsibilities of the SIDO are to promote the benefits of participation in physical activity for people with a disability, to facilitate and develop training and education programmes for coaches and teachers, to organise events and taster sessions, and to link with volunteer networks to assist people with a disability to become active (Limerick Sports Partnership, nd).

3

HIGH-LEVEL ADAPTED SPORT IN IRELAND

Sport Ireland currently funds and works with a range of organisations that assist with the development and support of high-level adapted sport in Ireland (Sport Ireland, 2017). The detail regarding these organisations is detailed below. In the area of high-level adapted sport, Ireland has had numerous podium successes at European, World and Paralympic level. In the Rio Paralympic Games Ireland were placed 28th on the medal table with 4 Gold, 4 Silver and 3 Bronze medals (Wikipedia, nd).

National Governing Bodies of Sport (NGBs):

In Ireland, there is a NGB for all of the major sports. Some of these NGBs as part of their remit cater for people with disabilities; an example would be Cycling Ireland. There are other NGBs though that cater exclusively for people with disabilities. These include Deaf Sports Ireland, Irish Wheelchair Association, Special Olympics Ireland and Vision Sport Ireland (Sport Ireland, 2017). The Irish Wheelchair Association, for example, is the NGB in Ireland for Wheelchair Basketball, Wheelchair Rugby and Para Powerlifting (Irish Wheelchair Association, nd). While these NGBs provide support to people with disabilities to reach their full potential at the highest possible level, they also aim to promote opportunities for people with disabilities to engage in recreational physical activity.

Paralympic Ireland:

Paralympic Ireland play a pivotal role in Ireland in the promotion and development of high-level adapted sport. They are the main delivery agent in this area in Ireland. Paralympic Ireland is the National Paralympic Committee (NPC) in Ireland and is recognised by the International Paralympic Committee (IPC) (Paralympic Ireland, nd-a). They are 'responsible for preparing and managing the Irish team at the Paralympic Games' (Paralympic Ireland, nd-a).

The mission of Paralympic Ireland is 'to support Irish Para-Athletes to reach finals and deliver podium places at the Paralympic Games' (Paralympic Ireland, nd-c). They provide

support and advice to NGBs in their delivery of ‘a high performance pathway for athletes with a disability’ (Paralympic Ireland, nd-c). In addition, for Para-Athletics and Para-Swimming the organisation, coaching and support for these sports is under the remit of Paralympic Ireland. Paralympic Ireland recruit and support top-class coaches to guide Irish athletes to competitive success (Paralympic Ireland, nd-c). There are full-time managers in Paralympic Ireland for Para-Athletics and Para-Swimming.

The strategic focus of Paralympic Ireland is centred around four pillars as follows:

- Building an effective high performance system
- Driving leadership in Para-Sport in Ireland
- Creating a sustainable Paralympics Ireland model
- Building a profile of Paralympics in Ireland

(Paralympic Ireland, nd-c)

As part of their work in high-level adapted sport Paralympic Ireland, provide support to the Para-Athletes in the area of coaching, international competition, training camps as well as sports science and medicine. A multi-disciplinary sports science and medical team provide performance-enhancing support to Irish Paralympic athletes (Paralympic Ireland, nd-a). Much of this support is provided in collaboration with Sport Ireland Institute and more detail on this is provided in section 7.

Sport Ireland fund an international carding scheme to support elite level athletes in Ireland. This scheme provides financial support to athletes for training and competition programmes and the ultimate aim of the scheme is the support ‘Irish athletes in reaching finals and achieving medal at European, World, Olympic and Paralympic level’ (Sport Ireland, nd-a). The value of the grants awarded under the scheme range from €12,000 to €40,000 (Sport Ireland, nd-a). The scheme is open in an equal manner to both Olympic and Paralympic athletes.

4

DISABLED PEOPLE AND HIGHER EDUCATION IN IRELAND**Situation of access of disabled people to Higher Education (two pages maximum).**

Year on year there has been an upward trajectory of individuals with disabilities studying at third level. Research by the Association for Higher Education Access and Disability (AHEAD, details re AHEAD are at the end of this section) in Ireland showed that over the last 10 years the number of students in higher education engaging with disability services has increased 200% (4,853 08/09 - 15,696 in 18/19) (AHEAD, nd-c). A total of 15,696 students with disabilities enrolled in a third level course in 2018/19 representing 6.2% of the total student population. 92% of this total number were studying at undergraduate and 8% at postgraduate level. The 2018/19 figures revealed a 2% decrease in the number of students studying at postgraduate level. The 2018/19 figures represent a 6% year on year increase in the number of students with disabilities studying full time and a 21% increase in those studying part time (AHEAD, nd-c).

All students looking to secure a place in college must apply through the CAO (Central Applications Office). Each school leaver applies to the CAO detailing their preferred choice of study. Each course has a points entry requirement. Points for each course are determined primarily by demand for the course nationally i.e. those with a higher demand require higher points. For individuals with a disability there are a few extra sections that need to be filled out on the CAO form. The information gathered is used to inform perspective colleges of the student's disability so that they can be prepared for their arrival. For individuals with a disability there is an alternative route into higher education offered by DARE (Disability Access Route to Education). In 2009 DARE was launched nationally. DARE offers a reduced points place where it has been shown that the individual's disability has had an impact on their education to date (DARE, nd). The aim of this admission scheme is to ensure equality of access to higher education in Ireland as part of the National Access Plan 2015-2019. DARE is open to all school leavers that have a disability and are under the age of 23 years whose 2nd level education has

been impacted by their disability (DARE, nd). School leavers applying to DARE can do so with a traditional Leaving Certificate (end of school examination in Ireland), A - Levels (UK end of school exam) or other EU qualifications. Each year colleges and universities in Ireland reserve a small number of places for these individuals on this lowered point entry system, however applicants must still meet the minimum entry requirements and any specific programme requirements before they can be offered a place on the DARE reduced points offer (DARE, nd).

On entering the higher education system, students with disabilities register with the disability services on campus. A disability officer is then assigned to carry out a needs analysis with the student to assess what supports or accommodations they require on their educational journey. The needs analysis usually addresses the following; 1. Nature of disability or condition, 2. Treatments/medication the student are receiving, 3. Previous support - arrangements that were made in secondary school for the student, 4. Current difficulties: what difficulties does the student envisage they may have with their course. 5. Access to equipment and IT facilities. 6. Appropriate academic and disability support (AHEAD, nd-e).

Funding for students with a disability at higher education is not means tested and is open to all undergraduate or postgraduate students studying in full time publicly funded courses which equate to level 5 or higher on the national qualifications framework (AHEAD, nd-d). This fund covers educational supports needed by disabled individuals for example, assistive technology, note takers, personal assistants, learning support etc (AHEAD, nd-d). To be eligible for this funding the student must register with the disability/ access office in the college and verify their disability through relevant medical documentation. The access office then carry out a needs assessment with the student to determine what supports need to be put in place. The access office applies for the Fund for Students with Disabilities on the students behalf. Funding is allocated to the institution from the National Access Office and they are responsible for how the money is distributed at local level throughout the year (AHEAD, nd-d). Up until 2019 this fund was only available to students that were studying full time but now the Higher

Education Authority (HEA) has agreed that the fund will cover part time courses that have a credit rating of 60 (ECSS credits) or greater (AHEAD, nd-b). This has been a welcomed decision and may entice more individuals with disabilities to study part time.

AHEAD is an independent, non-profit organisation, which was formed in 1988 for students with disabilities to help promote their inclusion in 3rd level education and supporting their transition into the workplace. AHEAD provides information and support to disabled students making the transition from 2nd level education to 3rd level right up to graduate employment. AHEAD provides information to school leavers about the different access routes into higher education and how to access supports when they arrive in college. AHEAD works with many 3rd level institutes in Ireland (25 in total) where they distribute best practice inclusive education resources online, provide online and offline training with their staff on how to support students with disabilities along with hosting many national and international conferences on inclusive teaching and learning practice for academics (AHEAD, nd-a). AHEAD also prepares graduates for employment through offering interview preparation workshops, CV preparation, mock interviews and the hosting of annual careers fair for graduates with disabilities to enable them to meet prospective employers. As part of AHEAD's 'WAM' project (Willing Able Mentoring – Work Placement Programme) they have created a database of companies in Ireland that promote diversity and inclusivity in the workplace in terms of recruitment. The 'WAM' project also provides education, training, resource materials and practical seminars to ensure that these companies attract and support people with disabilities (AHEAD, nd-a). WAM also provides 6-month graduate fully paid mentored work placements for individuals with a disability. Prior to employment the 'WAM' team carries out a needs assessment of the individual and then liaises with the prospective employer and outlines what supports need to be put in place in the workplace to help support the employee.

5

BARRIERS AND OBSTACLES FOR THE DUAL CAREER IN IRELAND

Review of the existing barriers and obstacles for the Dual Career of the athlete-student with disability (two pages maximum).

There is a paucity of research on the barriers and obstacles for the Dual Career in Ireland but like other member states it is thought that many of the barriers/obstacles are similar.

1. Funding/Financial Uncertainty is the most significant barrier for the dual career athlete. Very few dual career athletes are financially independent unless they are on the highest form of sport funding from Sport Ireland e.g. at podium level (i.e. €40,000). The introduction of sports scholarships in many universities in Ireland (IUA, nd) has been a welcomed addition for dual career athletes and may contribute to some of the cost of living for the athlete where their accommodation and college fees may be paid for along with access to sports science and medical services.
2. Lack of flexible academic or work programmes is another issue facing dual career athletes. Large volumes of coursework, set schedules/timetables and mandatory class attendance are some of the issues that dual career athletes have to negotiate. Taking time off to train and compete in the run up to major championships can be difficult. There has however been some improvements of late where flexible educational arrangements have been implemented with the delivery of online courses, distance learning, blended learning and part time courses. Some universities have developed procedures as part of their sports scholarship programmes in the area of academic support and academic mentoring (TU Dublin, nd; UCD, nd; UL, nd). The development of high performance athlete policies is also currently taking place in the third level institutions to assist with the support of dual careers for our athletes. The University of Limerick (UL) is presently finalising a High Performance Athlete

policy aimed at the development of procedures to identify high performance athletes (including disabled athletes). Any identified athletes will then be able eligible for reasonable accommodations from the University to assist them to meet the requirements of both their degree programme and their outside sporting commitments (unpublished policy, will be published on UL policy hub in the summer).

3. Cost of specialised equipment for sport is another factor that dual career athletes must consider. Specialised adapted sports equipment such as sports wheelchairs can be expensive and places a financial burden on the athlete unless they are receiving some form of grant or sponsorship. Access to transport is another issue for dual career athletes – many require modified cars/minibus for transportation of the athlete and their sports equipment.

6

SPORT TUTORING OF DISABLED PEOPLE IN IRELAND

Competences for the sport tutoring of disabled people (two pages maximum).

Over the past decade there has been an increased interest in disability sports in Ireland mainly due to the recent success of Irish Paralympians at the 2008-2016 Paralympic Games but also the hosting of the Special Olympics World Games in Ireland in 2003. Sports Ireland Coaching is the organisation responsible for the development of coaching in Ireland and works with many NGBs in the development of coach education courses and tutor training. Arising from this increased interest in disability sports, Sport Ireland Coaching setup an expert working group in 2009 to develop a national framework specifically to address coaching for people with disabilities. Currently disability awareness training forms part of the Introduction to Coaching (20min) and Level 1 (45min) coach education courses (Sport Ireland Coaching, nd, p. 5). This means that all coaches working in sport whether working with able-bodied individuals or individuals with disabilities have the ability to adapt their session to become more inclusive.

General competencies of coaches at Introductory Level include the following; they have a greater understanding of how to be inclusive in their coaching, they focus more on the participants' ability, they reflect on their use of language and etiquette and have a greater understanding of skill development and how it applies to people with disabilities combined with a broad understanding of disability groupings (Sport Ireland Coaching, nd, p. 9). At Level 1 coaches would have an understanding of what inclusion involves for a person who has a disability, learn how to communicate with people of different abilities and the ability to adapt skills/drills for the disabled athlete (Sport Ireland Coaching, nd, p. 9).

Following the completion of a specific CPD Pan Disability workshop – coaches have the ability to plan organise, communicate, observe, analyse and provide feedback to athletes with disabilities (Sport Ireland Coaching, nd, p. 10). Coaches would also have an understanding of the classification system for each type of disability, know the rules of

the sport and how it is adapted/modified to allow opportunities for participants with disabilities to take part. As part of the specific CPD Pan Disability workshop the coach is given the opportunity to do a practical coaching session which is evaluated by the tutor and other coaches in the group. Following the completion of the course coaches are tasked with gaining more experience of coaching athletes with a disability (Sport Ireland Coaching, nd, p. 10).

In the high performance domain coaches have access to a full host of service providers e.g. sports science, medical support, physiotherapy, nutrition support, video analysis, psychological support. High performance coaches are receptive to working with these service providers in the preparation of athletes at the elite level and as part of this process there is an welcomed exchange of knowledge between the coach and service provider.

Cara the national pan-disability sport organisation in Ireland also run training courses for coaches regarding the participation in sport and physical activity by people with disabilities. Please refer to section 2 for more information.

7

EXPERT STAFF SUPPORTING THE DISABLED ATHLETE IN IRELAND

Characteristics of the expert staff supporting the disabled athlete (two pages maximum).

The expert staff in Ireland supporting the disabled athlete work in the areas of coaching, sport science and medicine. The NGBs that cater for the disabled athlete have expert coaches that assist the disabled athlete to compete at the highest possible level. Cycling Ireland, for example, have a full-time performance coach working with Para-Cyclists (Cycling Ireland, nd). Paralympic Ireland also have full-time managers and coaches who work in particular with Para-Swimmers and Para-Athletes (Paralympic Ireland, nd-c). Through this support Paralympic Ireland aim to ‘provide the best possible coaching programme to aspiring athletes’ (Paralympic Ireland, nd-c). In addition, Paralympic Ireland have a full-time Performance Director who oversees their high-performance programme and is the operational lead of Paralympic Ireland’s Sport Department (Paralympic Ireland, nd-b).

There is a multi-disciplinary sports science and medical team working with Irish Paralympic athletes to provide expert performance-enhancing support (Paralympic Ireland, nd-c). These expert staff provide support in medicine, performance analysis, physiotherapy, psychology, nutrition, physiology and strength and conditioning (Paralympic Ireland, nd-c). This support is overseen by Paralympic Ireland and provided in collaboration with Sport Ireland Institute (SII). The SII aims to ‘influence, support and ensure that talented Irish athletes sustained levels of excellence in elite sport’ (Sport Ireland Institute, nd). Service providers from various aspects of sport science and medicine, such as physiotherapists, strength and conditioning coaches, and physiologists, work in the SII. The SII through this aims to ensure that ‘athletes have access to the sports science and sports medicine that they need to achieve sustained levels of excellence in elite International sport’ (Sport Ireland Institute, nd). Irish Paralympic athletes are supported fully by the SII and their expert staff. Many of these athletes attend the SII

facility in the National Sports Campus in Dublin where the expert staff provide coaching and support to these Paralympic athletes on a regular basis. This support is also provided to Irish Paralympic athletes outside of the facility in Dublin and on training camps and at international competitions. In general, the sport science and medicine support provided to Irish Paralympic athletes is on par to the support provided to Irish Olympic athletes.

8

CONCLUSIONS IRELAND

The main conclusions are as follows:

1. There are specific Acts, agencies and policy documents to promote and support the participation in sport and physical activity by people with disabilities in Ireland.
2. Examples of good practice exist in Ireland. For example, Local Sports Partnerships are organisations set up in each county to enact the government policies on sports participation. Sports Inclusion Disability Officers are members of staff in these organisations.
3. The high-level disabled athlete is supported in Ireland through the Sport Ireland International Carding Scheme and through sport science and medical services provided by both Paralympic Ireland and Sport Ireland Institute. The supports available at the elite level in Ireland are equally open to abled –bodied and disabled athletes.
4. There is a system in place, DARE, to assist the access to higher level education for people with disabilities. Support services also exist for these students on entry to third level education.
5. Barriers exist for the disabled athlete regarding a dual career at third level but research on this is lacking. Some higher education institutes have developed sport scholarship programmes, procedures and policies to support and assist dual career athletes. More development would be beneficial in this area especially around academic supports and flexible learning options.
6. Sport tutoring courses in Ireland incorporate disability awareness and inclusion training.

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**DUAL CAREER OF STUDENT-ATHLETES WITH
DISABILITIES AS A TOOL FOR SOCIAL INCLUSION**

PARA-LIMITS

**National Formal Evidence-Data Collection and Literature
Review**

COUNTRY

ITALY

ORGANISATION

UNIVERSITY OF ROME FORO ITALICO



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1

LEGAL FRAMEWORK IN ITALY

In Italy, national policies on sport and disability, in line with the principles of the European Charters on Sport for All (UNESCO, 2018) and in the wake of the UN Convention on the Rights of Persons with Disabilities (New York, 2006), which have enshrined the right of all to practice sport since the 1990s, are jointly established by the Government, CONI (National Olympic Committee) and CIP (Italian Paralympic Committee). The latter, through Legislative Decree no. 43 of 27 February 2017, has been recognised as a public body for sport practised by people with disabilities, maintaining its role as the Confederation of Paralympic sports federations and disciplines, both at central and territorial level, with the task of recognising any sports organisation for the disabled on the national territory and guaranteeing the maximum dissemination of the Paralympic idea and the most profitable introduction to sport for people with disabilities. The CIP governs, regulates and manages sports activities for disabled people on the national territory, according to criteria aimed at ensuring the right to participate in sports activities under conditions of equality and equal opportunities. As far as high-level competitions are concerned, CIP coordinates and promotes the athletic preparation of the Paralympic representatives of the different disciplines, in view of the national and international commitments and especially of the Paralympic Games, in the same venues and facilities used for the Olympic Games. The CIP recognises 28 Paralympic sports federations, 8 Paralympic sports disciplines, 13 Paralympic sports promotion bodies, and 5 Benevolent Associations. The values that inspire its work are those of the full, possible and, indeed, rightful inclusion of disabled people in the social fabric through sport, an instrument of psychophysical well-being. Its mission is to guarantee to all disabled people, in every age and population group, at any level and for any type of disability, the right to sport, as a formidable means of personal growth through the challenge with oneself and collectively and through the meeting-confrontation with others, so that each disabled person has the opportunity to improve their well-being, recover their self-esteem and find a proper dimension in civil living. The practice of adapted sport is constantly promoted by national and local projects that fit in well with a national policy that tends to give sport a fundamental social role as an educational and training tool that allows the development of skills and abilities essential for the balanced growth of each individual (CONI, 2016). In this line, there are interesting regional and local initiatives, such as the one in Emilia Romagna (Sport for all abilities), which since 2016 has aimed to offer disabled children and their families the opportunity to meet the various Amateur Sports Associations that carry out activities in the provinces with specific programmes for social and sport: sport climbing, volleyball, judo, basketball, horse riding, sport fishing; or like the Liguria project, Atleti nella vita (Athletes in life) - Sport as integration. These initiatives (Coni, 2016) aim at the dissemination at various levels of adapted sport, which is part of that interdisciplinary area, entitled APA, which includes a series of "knowledge and activities including physical education, leisure, dance, sport, fitness and rehabilitation, addressed to individuals with disabilities, of any age and along the life cycle: it integrates information

and research results from sub-disciplines of movement and sport sciences (e.g. biomechanics, sport psychology, sport pedagogy etc.), as well as other scientific areas (medicine, rehabilitation sciences, psychology etc.) dealing with physical activity and sport for people with special needs and individuals with disabilities" (Bianco, Tasso, Bilard, Ninot, Ninot). It integrates information and research results from sub-disciplines of movement and sport sciences (e.g. biomechanics, sport psychology, sport pedagogy, etc.), as well as from other scientific areas (medicine, rehabilitation sciences, psychology, etc.) dealing with physical activity and sport of people with special needs and individuals with disabilities" (Bianco, Tasso, Bilard, Ninot, Varray, 2004, p. 365). The ICP moves through continuous links with the International Federation of Adapted Physical Activity (IFAPA), the International Paralympic Committee (C.P.I), the World Council for Sport Science and Physical Education (ICSSPE), which deals with research and study in the field of sport science and adapted physical education (Bertini, 2005, p. 26). Young people with disabilities are included in sport, at all levels and throughout their lives, through sports organisations and sports federations, but also through Special Olympics, an educational programme that proposes and organises training and events just for people with intellectual disabilities and for all levels of ability anywhere in the world and at all levels (local, national and international). Sports events are open to all and reward everyone, based on international regulations that are continuously tested and updated. In Italy, Special Olympics Italia ONLUS has been operating for 34 years in all regions, where local teams follow the athletes' training in compliance with international programmes and through agreements stipulated with some of the major Italian sports promotion bodies. There are approximately 16,500 athletes participating in the programme. The specificity of the history of inclusion in Italy and of a culture and policy that has always been careful of people with disabilities has made it possible to develop alongside the concept of adapted sport that of inclusive sport (Magnanini, Espinosa, 2016; Magnanini, 2018a), understanding it as "a set of organised motor activities and games, codified in a playful, cooperative and competitive form in which people with different types of disabilities and without, men and women, can participate together, actively and competently, through roles, spaces and materials congruent with the abilities and potential of each" (Magnanini, 2018b). The rise and development of inclusive sport in Italy (Heck, Solenes, Magnanini, Campbell, 2020) has followed the legislation on educational inclusion since the 1970s (Law 517/1977, Law 104/1992, Law 170/2010, Ministerial Decree 27/12/2012; Decree Law 66/2017). Students with special educational needs, regardless of their health conditions, must actively participate in physical activities and sports together with all the other students, in conditions of equal opportunity, equality and accessibility. Law 104 of 1992, in sanctioning the right of everyone to education and training expressly states in Article 23 that "sports activities and practice are promoted without any limitations", extending the concept to all spheres of people's lives and adopting strategies for removing barriers in order to promote accessibility. Accessibility, which, in full compliance with the indications of the UN Convention on the Rights of Persons with Disabilities, has led to a new theoretical and practical formulation of the concept of physical activities and sports in an inclusive sense (Magnanini, 2016). They have been reformulated through a pedagogical design that has placed the concept of inclusion at the foundation of the activity itself. Inclusion is a process continuously changing, which involves everyone,

assuming the epistemology of difference as a backdrop (Pavone, 2010). The principle of inclusion is based on giving value to otherness and ensuring full, active participation in all community activities, in a networked approach, through a universal and accessible design (Gaspari, 2012, p. 54). The operating principles, the rules and the routines of the context must be reformulated to include all the components, each with its own particular features, working to break down each barrier and implementing the elements to facilitate access and full participation in learning, as clearly laid out in the International Classification of Functioning, Disability and Health (ICF), approved by the 54th World Health Assembly (WHA) on 22 May 2001. Otherness is becoming the normal condition of school and life (Vasquez, Oury, 2011, Pavone, 2014), a broad diversity that does not only concern disability (which becomes a health condition in an unfavourable environment). In this direction, inclusion becomes a meaningful horizon (Canevaro, 2006) and a route to take. Despite the different perspectives of interpretation in the northern and southern parts of the world, scholars (Ebersold, 2009) agree on the importance, in the inclusion process, of the need to promote academic success for every student with special educational needs, regardless of individual and social characteristics, and a push to create greater socio-cultural cohesion among the many heterogeneities that exist in different societies (Armstrong et al, 2011). The concept of inclusion refers, then, to a complex, transversal, universal process that builds society up from the deepest foundations (Unesco, 2017), thus becoming the principle, the means and the end for each educational path, for students both individually and collectively. On this basis, in 2003 a school in Cremona created "baskin" (Integrated Basketball), an inclusive sports activity that responds to the educational and pedagogical principles of equality and full participation, and which is now a phenomenon that has spread to all Italian schools (Magnanini et al, 2010; Avinzino, 2017). Through sport which everyone plays together, with different roles based on skills possessed (not medical criteria), a format that offers everyone equal opportunities for play, cooperation and active participation, there has been considerable progress in bringing the concept of inclusion to the field of physical activities and sports; an inclusion that is becoming a fundamental element and intrinsic to teaching methodologies, and which then achieves the external objectives of growth and development for all and for society itself. The Ministry of Education signed a memorandum of understanding with the Baskin Association (Entity dealing with the dissemination and promulgation of Baskin) on 2 May 2017, with the aim of developing the culture of social inclusion, ensuring full inclusion of students with disabilities through physical activities and sports, and strengthening young people's cognitive, interpersonal and value skills, promoting curricular and extra-curricular programmes, including physical activities and sports. The same national guidelines for the 2007 curriculum emphasise that "physical activities must be characterised as positive experiences, highlighting the student's ability to do things, making them aware of their acquired motor skills, without discrimination and allowing each one the broadest form of participation possible while respecting diversity ". Participating in physical activities and sports means sharing group experiences, with respect for the various forms of diversity, while avoiding inequality. Elements taken from the 2012 Guidelines for kindergarten and the first educational cycle, which states that "Special care is reserved for students with disabilities or special educational needs, through appropriate organisational and educational strategies, to be

considered in regular educational planning. These choices are well expressed in some documents of strong strategic value for schools, such as "The Italian approach to intercultural education and integrating foreign students" from 2007, "Guidelines for educational integration of pupils with disabilities" from 2009, and "Guidelines for the right to study for students with specific learning difficulties" from 2011. No "special" measures, then, but in the class and for the class especially in the area of body and movement. The indications for first and second degree secondary schools also recall the dimension of diversity as a resource, and the objectives are shared for all students. Particular expression of inclusion in physical education, suggests the pedagogical literature on the subject, is done in the classroom through cooperative learning strategies, through an accessible design which is based on points the teacher must keep in mind and implement, through physical education, for all students in the class, and which is divided into 5 inclusive pedagogical phases: knowledge, trust, cooperation, play and reflection. This model represents an provisional map to establish a relational climate intended to promote meaningful inclusion processes and motor skill learning (Magnanini, 2017).

2

GOOD PRACTICES IN ITALY

Many good practices have been implemented in Italy. Their synthesis is available on the CIP website and some national associations that promote sport for people with disabilities (<http://www.comitatoparalimpico.it/>; <https://www.specialolympics.it>; <https://www.superabile.it/cs/superabile/salute-e-ricerca/ricerca/in-italia/sport-e-salute-il-progetto-filippide-unesperienza-pilota-nel.html>, <https://baskin.it/>; <http://www.integratedfootball.eu/>).

CASP - Spinal Units/Rehabilitation Centres

Paralympic Sport Training Centres (C.A.S.P.) are the instrument through which CIP promotes the construction of a sports education process in people with disabilities in order to produce, simultaneously, training in Paralympic values and the emergence of young Paralympic talents. In order to achieve this objective, the CASP must offer an effective basic training action to every disabled person, whatever their starting condition. In this regard, the CASP must work not only and directly on the person with disabilities, but also and above all on the conditions that allow him to express himself, placing him at the centre of the project that has as its predominant idea that of sport as a means of affirmation of the person.

SPINAL UNITS/REHABILITATION CENTRES

The CIP provides for the possibility of direct membership by users, operators and managers of rehabilitation centres/spinal units affiliated to the CIP. Patients of the Spinal Units/Rehabilitation Centres will be initiated into sport in accordance with the terms of the agreement between the parties. Membership of CIP means that insurance cover against accidents is extended free of charge to all those who carry out the sports initiation activities envisaged by the respective agreements, especially for those carried out outside hospital facilities.

The agreement with INAIL

The plan provides for both 'Collaboration, consultancy and study initiatives for the dissemination of sport.... The plan provides for both "Cooperation, consultancy, study for the diffusion of sport" through cooperation, consultancy and guidance activities by experts of CIP, its recognised entities and multidisciplinary teams, operating at INAIL offices and regional directorates, and initiatives of "Support for orientation, initiation and practice of sport" to provide more rehabilitation opportunities for INAIL patients, with the aim of disseminating not only the practice of sport as an integral part of the rehabilitation process, but also to identify the most suitable sport for the individual patients in relation to their aptitudes, age and type of disability.

CIP and School

CIP promotes the dissemination of Paralympic culture and the orientation and introduction to Paralympic sport of pupils and students attending primary and secondary schools, through paths shared with individual schools that, within the framework of

school autonomy and taking into account the specific context of reference, are interested in collaborating to enrich the cultural growth and education of its members through projects that promote full inclusion and expansion of learning opportunities and personality development through Paralympic activities. It participates with MIUR and Sport e Salute spa in the coordination bodies for the implementation and management of motor and sports activities at school and collaborates in many initiatives, from the Student Championships to the Class Sport project, from the Schools Open to Sport project to the experimental programme dedicated to high-level student-athletes. It also takes part in the unified procedure for the acquisition and evaluation of National Projects proposed by sports bodies affiliated to CIP and CONI, to be developed within school institutions. It promotes training and information initiatives aimed at increasing knowledge of Paralympic sport among graduates in motor sciences and among teachers, first and foremost physical education teachers, milestones in the process of bringing very young people closer to sport. It promotes links between schools and local sports organisations by supporting sports associations through grants for projects. There are also many examples of inclusive sport, such as Baskin and Integrated Football, two sports structured and designed for the active participation in the same team of people with and without disabilities. A highly significant initiative is represented by the Filippide Project that promotes running and athletics for people with autism, in an adapted and inclusive context (Magnanini, Jori, Giordano, 2018a).

3

HIGH-LEVEL ADAPTED SPORT IN ITALY

High-level sport, managed by the CIP, provides the following initiatives and facilities for training, Paralympic preparation:

Paralympic Preparation Centre

The "Centro di Preparazione Paralimpica" (Paralympic Preparation Centre) in Via delle Tre Fontane in Rome is the first multifunctional project in Italy specifically dedicated to the practice and promotion of sports disciplines for people with physical, intellectual-relational and sensory disabilities. The structure, built on an area of 7 hectares, owned in part by Roma Capitale and in part by Eur S.p.A, has been equipped to promote sports, amateur and competitive, for people with and without disabilities. In the Paralympic Preparation Centre it will be possible to practice various sports including tennis, torball, goalball, football and five-a-side football, swimming, fencing, athletics, table tennis and modern dance. Nowadays, the swimming pool, the building with the offices and changing rooms, the refreshment area, the athletics track, the 11-a-side football pitch, the tennis courts and the five-a-side football pitches have been built. The car parks have also been completed and the outdoor green area has been arranged.

Paralympic Club

The Paralympic Club is exclusively for elite athletes practising disciplines/specialities included in the official programme of the Paralympic Games. Its aim is to offer specific support programmes for their technical and competitive preparation for the Paralympic Games. The measures envisaged are applied in compliance with the decisions taken in this regard by the International Paralympic Committee and governed by the Implementation Regulations of the Paralympic Club approved by the CIP and are applied on the basis of the sporting results achieved in the main international competitions. The Paralympic Club has a duration of four years: it is established the month after the Paralympic Games take place and expires with the beginning of the "Paralympic period" of the next edition of the Games. It is periodically updated following the holding of the P Projects

The Italian Paralympic Committee develops special Projects to support Paralympic preparation activities aimed at the Paralympic Games. Among these is the Tokyo 2020 - Beijing 2022 Project. This was created with the aim of identifying the most effective strategies and means to support athletes in view of the Paralympics through integrative interventions. The Tokyo 2020 - Beijing 2022 Project also includes programmes in favour of the Paralympic Sports Federations and interventions in support of Sports Clubs in the conviction that all players, each in their own way, play a decisive role in the technical and competitive preparation for the Games and need specific support in the run-up to this important and

prestigious sporting event. In view of the Paralympic Games in Tokyo 2020 and Beijing 2022, the following programmes for Athletes are confirmed:

1. "Medal Awards";
2. "Medal Incentives";
3. "Monthly Preparation Allowances";
4. "Training Allowances";
5. "Preparation allowance";
6. "Technical material and sports equipment";

The Italian Paralympic Committee will pay the following Awards to athletes who win medals at the Paralympic Games. The above-mentioned Medal Prizes are cumulative and will also be paid, in equal measure, to medal winners in team sports and in team competitions in individual sports, including reserves regularly registered for the Games. In accordance with the Paralympic Club's implementing regulations, tandem riders, Alpine and Nordic ski and athletics guides and coxswains of rowing crews are also considered to be athletes.

Beneficiaries: Athletes who have medalled at the Paralympic Games

Frequency: One-off

Duration: year of the Paralympic Games

Other awards are established for athletes in the military corps and for clubs involving athletes of national interest.

HONOURS

Following the new organisational structure of the Italian Paralympic Committee, which, with Legislative Decree no. 43 of 27 February 2017, was recognised as a body with legal personality under public law, the National Council resolved to establish the 'Paralympic Sports Honours' in order to enhance the activities carried out by athletes, technicians, managers and sports clubs on the national territory.

The 'Sporting Honours' instituted are as follows:

- Collar of Gold for Paralympic Sports Merit;
- Star of Paralympic Sports Merit;
- Palm of Paralympic Technical Merit;
- Paralympic Athletic Medal.

Paralympic Sport Ambassadors

The Paralympic movement pursues the ambitious goal of stimulating positive changes in society through sport. In this vision, sport is a tool to change the public perception of people with disabilities and thus contribute to a more inclusive and equitable society. The Team of Ambassadors was created with the aim of promoting the values and ideals of Paralympic sport throughout Italy in order to spread the culture of "diversity" in our society. The team was selected from among athletes from different sports disciplines who have gained significant experience in the field of sport and, as such, are able to testify to how sport has helped them face difficulties, in their individual growth, in their relationships with others and with society in general. The Ambassadors, through their personal testimony, are

therefore called upon to educate future generations towards a culture of diversity and to "inspire" other people with disabilities to take up sporting activity, respecting the personal aspirations and conditions of each individual.

4

DISABLED PEOPLE AND HIGHER EDUCATION IN ITALY

Italy has a long history of policies towards inclusion but only recently prioritized the importance of inclusion in higher education. Some positive experiences are emerging in universities; in particular, regarding the role of specialized services and centers devoted to supporting students with disability during the academic years (Maggiolini, Molteni, 2013, pp. 249-259). The 1970s played a fundamental role in the development of Italian educational policies. The first laws to regulate the admission of students with disabilities into the classroom were created during that decade. The Law 118/1971 recognizes the right of these students to be educated in mainstream classrooms, with the exception of "individuals with severe intellectual disabilities or with physical disabilities so severe to impede and/or make difficult learning in normal classrooms" (Art. 28). In 1977, the 517 Law created a clearer and more detailed picture with regards to the integration of students with disability into the compulsory schooling system. Since then, there has been a series of legislative interventions in order to support, improve, and implement a more qualified and effective model of inclusion. A specific noteworthy policy that includes secondary education is the Law 104/1992 "for the assistance, social integration and for the rights of individuals with disability" which tries to meet the complex needs of these people at the different stages of their life more systematically and exhaustively. Regarding the scholastic experience, this law (art.12, art.13) establishes that the right to education cannot be hindered by either learning difficulties or any other kind of problem such as poverty, low social/cultural level, lack of parent's care, or ethnicity. This law also established the rights of people with disabilities to attend all mainstream classes of academic institutions of any order and rank, including universities and higher education. The system of higher education also plays a decisive role for the person with disability, as it has a positive impact on the construction of the adult identity and facilitates entry in the employment field (Gordon, Habley, & Grites, 2008). Law 390/91 "Regulations on the right to university studies" provides, in Chapter III - Interventions of the regions, art. 7 paragraph 1, letter e: "special provisions for the access of disabled students to the benefits and services regulated by the laws on the subject". According to the law 104/92, universities should provide themselves with "technical equipment and teaching aids as well as any other form of technical aid"; to plan appropriate interventions, both to the person's needs and to the peculiarity of the individual study plan (ITALY, 1992, letter c, art. 13). In this direction, the law provides for the necessary aids to carry out the examinations adapted according to the different types of disabilities and possible individualised treatments, in agreement with the teacher of the subject. Moreover, interpreters are provided for deaf students to facilitate attendance and learning (Pavone, Bellacicco, Cinotti, 2019). In accordance with law 390/91 mentioned above and with the provisions implemented by law no. 537 of 24 December 1993 on university autonomy, the D.P.C.M. of 14 April 1994 entitled "Uniformity of treatment for the right to university study" specifies that: in the case of disabled students, the regions and universities shall determine special criteria for assessing the economic conditions, aimed at favouring their access to benefits, which may be increased in this case (ITALY, 1994, art.4, §8"). In the light of these indications and of other issues that emerged during the 1990s, Law no. 17, of 28 January 1999, determined that each University should provide services to favour the inclusion process of students with disabilities (Cabral, Mendes, De anna, 2015), with specific reference to: specific technical and didactic aids; support of specialised tutoring services; and individualised treatment for passing exams and use of specific technical means in relation to the type, or possibility of equivalent tests. In particular, it provided for each university to appoint a Delegate for Disability, allocating the universities a funding chapter linked to disability, to carry

out the functions of coordination, monitoring and support for all the initiatives necessary for the inclusion of students with disabilities within their university (de anna, 2016). From this initiative, the Rectors' Delegates for Disability met on several occasions, deciding, in 2001, to form a National University Conference of Delegates for Disability - CNUDD. The purpose of the CNUDD was to allow the exchange of information, experiences and procedures, in order to stimulate all universities to implement the 17/99 regulations in order to adequately meet the needs of students with disabilities in their university education. In 2002, the CNUDD drew up its first Guidelines - intended as basic indications for providing, while respecting the autonomy of each university, appropriate and as homogeneous services as possible - inspired by the shared principles of acceptance, participation, autonomy and integration of students with disabilities, to whom equal opportunities for training, study and research must be guaranteed, while at the same time promoting the awareness of the academic community on issues of diversity and disability (de anna, 2016). At the end of the first decade of activity, the CNUDD Assembly decided to undertake a process of revision of the Guidelines, modifying them in the light of regulatory developments and experience gained. The new Guidelines were approved in 2014. Many of the interventions foreseen by the Guidelines have been implemented through the activities of the specialised tutoring service. Over the years, an ever-increasing number of services have been activated from a qualitative and quantitative point of view, including: mapping of barriers; accompanying and transport services; sign language (LIS) interpreting; communication assistance; availability of technological aids; orientation and tutoring; peer-tutoring; educational awareness and mediation; job-placement; interventions for assessment tests (e.g. additional time, use of technology, equivalent tests, etc.). The numbers of students with disabilities enrolling at university have grown in parallel with the provision of these services, so that barriers (physical and cultural) are removed and inclusion processes are supported. These are the latest ISTAT data on the number of students enrolled, which are unfortunately partial, since to date the data are estimated only through the numbers of the Ministry of Education (Miur) relating to students who have access to partial or total exemption from paying fees due to their disability.

ACADEMIC YEAR	TOTAL NUMBER OF ENROLLED STs
2009/2010	1.811.022
2010/2011	1.802.679
2011/2012	1.767.268
2012/2013	1.722.580
2013/2014	1.672.757
2014/2015	1.641.475
2015/2016	1.693.032
2016/2017	1.654.680
Source: MIUR data processed by ISTAT	

Specialised tutoring plays a key role in the inclusion process of students with disabilities at university. The role of the specialized tutor is fundamental as a system mediator, a communication facilitator, and a moderator with the learning group; the different roles are implemented through focus groups, individual counseling, and connecting the student with the faculty members. Especially in the academic world, tutors are of increasing importance and Italian universities guide and support their actions, in favor of the students and in order to prevent the dropout phenomenon (Da Re, 2012). The tutor is a specialized pedagogical consultant and he or she is trained on special education and inclusion, holding a master degree on these topics and other postsecondary education diplomas on designed disability and special educational needs. The specialized tutoring aims to encourage the students' attendance and participation in university life. Indeed, a relationship based on trust between the tutor and the student is very important, as it allows them to better identify problems and possible solutions in a collaborative manner

(d'Alonzo et al., 2004). Furthermore, the specialized tutor is available for meetings on specific aspects related to disability. This consultation is offered to professionals, volunteers, professors, trainers, and parents who feel the need to discuss any issues that may arise regarding the student's university experience. In Italy, personal details are treated in respect of the individual's confidentiality and the service and tutors are obliged to be silent on the student's details, unless he or she authorizes to make them public.

Dual career

The problem of the university student athlete in a dual career (sport and education) has been addressed following the European guidelines, Coni already since 2016 has implemented interventions and projects in favour of supporting high-level athletes in their school and post-school training path to allow them to enter the world of work (dual career). A review of the literature highlights that the protection of youth athletes has been deemed crucial to guarantee their athletic development, educational/vocational rights, and opportunities to emerge in the society and integrate into the labour market at the end of their sport career (Capranica and Millard-Stafford, 2011). In Italy, Law 107 of 2015 (reform of "The Buona Scuola"), Article 1 paragraph 7, identifies, among the priority educational objectives, "... attention to the protection of the right to study of students practising competitive sport". In implementation of this provision, the MIUR issued Ministerial Decree no. 935 in 2015, providing for the possibility of launching an experimental Programme for three years, in agreement with CONI, CIP and the Lega Calcio Serie A, aimed at supporting high-level student-athletes, thanks to innovative teaching based on digital technology and customised training paths. The common goal is to help high-level athletes to reconcile their sporting and scholastic careers; it is believed that this experiment - in addition to being a concrete intervention in this sense - also represents an important message of attention towards these athletes and the commitment they make every day to achieve excellent results. The project was activated on an experimental basis in the 2016/2017 academic year. The trial provided for two modes of participation: a) "basic" mode in which a Personalised Training Project is defined, approved by the Class Council, and dedicated to the student-athlete who has applied for it; b) "advanced" mode in which the possibility of using an e-learning platform for distance learning is envisaged, useful in the event of prolonged absences of the student-athlete. Two reference figures were identified: the school teacher responsible for the project (school tutor) appointed by the Class Council; the project manager (sports tutor) appointed by the Sports Federation, Associated Discipline or Professional League. 439 students took part, 181 schools in 17 regions, 524 sports and school tutors. A further Ministerial Decree, no. 279 of 10 April 2018 - Educational experimentation of high-level student athletes, launches a 5-year educational experiment from 2018 to 2021 for innovative training supported by digital technologies for high-level student athletes in agreement with CONI and CIP and schools. The literature in Italy has been interested in such projects (Migliorati, Maulini, Isidori, 2016; Pignato, Casolo, 2019), as well as several studies have tried to systematise the issue of dual careers in the university context (Guidotti et al., 2013), focusing on motivation (Lupo et al., 2015) and possible pedagogical models (Pato et al, 2016, 2017; Migliorati, Maulini, Isidori, 2018).

Based on the support of the EU Guidelines on the Dual Career of Student Athletes (Poznan 28 September 2012), on the Memorandum of Understanding signed between MIUR, CRUI, CONI, CIP, CUSI, ANDISU, on the "Support to the University Career of High Level Athletes", universities adapt suitable strategies to foster success both in terms of Education and in terms of sport (through agreements with Federations). According to Bastianon, however, there is a lack of systematic research and official data (Bastianon, 2019). He points out that, contrary to what is envisaged for secondary schools, for which a specific regulation was provided at a national level, in the university sphere it was preferred to choose a laissez-faire system that inevitably led individual universities to follow their own autonomous model without any form of coordination. The recent

experience of the UNISPORT-ITALIA network, however, represents an important opportunity to allow universities, while respecting the autonomy of each university, to express a unified voice in the confrontation of the various stakeholders directly involved. UNISPORT ITALIA is the Network of Italian Universities whose aim is to enhance the potential of university sport as an effective and transversal tool for training, research, innovation and improvement of well-being and of the university experience in general.

From the protocol signed by Unisport Italia, CONI and CUSI and with the support of CRUI, the first shared database on dual careers in Italy was born. 28 Italian universities are members of the dual careers consortium. By reviewing the programmes of the participating Italian universities, it is possible to find recurring elements in the various initiatives regarding the characteristics of the student-athlete and any actions taken to promote his or her dual career. By consulting the website <https://www.unisport-italia.it/> and the various pages of the participating institutions, the following information can be found (<https://www.unibo.it/it/didattica/iscrizioni-trasferimenti-e-laurea/riconoscimento-status-studente-atleta>; https://www.sport.polito.it/dual_career; <https://www.uniba.it/studenti/studenti-atleti>; www.uniriroma4.it; <https://www.unicas.it/siti/segreteria-studenti/iscrizioni-e-immatricolazioni/scienze-motorie-numero-programmato-aa-2020-2021/ammissione-i-anno-l-22-5-posti-studenti-atleti-dual-career.aspx>; <https://www.unifg.it/unifg-comunica/arte-sport-e-tempo-libero/sport/doppia-carriera-studente-atleta>).

The programme can be accessed if the student is a member of a national sports federation (FSN) or associated sports discipline (DSA) of CONI or CIP.

The possibilities of:

- requesting and agreeing ad hoc appointments with teachers in the event of concurrent sporting commitments (competitions, training and related travel), and also taking exams online using the platforms used by the University (Skype, Microsoft Teams, Zoom).
- have an academic tutor to help you choose your course of study and any internships and work placements, also in view of your professional activity after your sporting career; as regards study programmes, teaching, exam dates and contacts with the offices, you can instead rely on the course tutor (student tutor or other tutor);
- request free accommodation for short periods in the students managed by ER.GO, provided that there are vacancies available;
- request free access to the University's sports facilities (swimming pools and weight rooms),
- equal treatment with part-time students, even in the case of full-time enrolment, as far as duration rules are concerned.
- recognition, for a maximum of CFU per year, of competitive activity carried out within the framework of the available free credits
- recognition of curricular training on technical preparation and updating activities carried out at sports clubs and federations;

The University of Rome Foro Italico has structured and put into practice a particular model for tutoring the student-athletes. The model was called DU.C.A.S.T.UN (Dual Career Academic Support and Tutoring Unit). The model was based on a systemic epistemological approach which tends to see the dual-career of the student-athletes as something which is more (and greater) than the sum of its parts. We could say that tutoring is a part of the system and forms a subsystem in itself (Pato, Isidori, Calderon, Bruton, 2017). In the field of student-athletes with disabilities there are no national data and research. Therefore, it appears on the basis of the data received an area to be filled.

5

BARRIERS AND OBSTACLES FOR THE DUAL CAREER IN ITALY

There are no specific studies in Italy on the barriers and obstacles to the dual career of student athletes with disabilities. At an international level, the contribution Supporting dual careers in Spain: Elite athletes' barriers to study (Subijana, Barriopedro, Conde, 2015), which highlights how Most of the athletes perceived the dual career as difficult. Their most significant barriers are related to time management and have several problems with the normalised educational system. Isidori et al. point out with respect to student athletes without disabilities that Student athletes often therefore, face several problems in following these courses. They are forced to combine sport activities and competitions with their duties as university students without any help from the same university they attend which, usually, tend to focus on a traditional and non-flexible teaching and learning system without any support from distance and Web 2.0-based education. Other difficulties concern the recruitment of tutors and mentors due to the competencies and skills they need to competently be learning facilitators, counselors, and experts in administrative support (Pato et al. 2017, pp. 85-86). It is necessary to cross-reference the data with the barriers and obstacles that students with disabilities generally face in universities, to which those concerning dual carriage must be added.

A study carried out on the barriers and obstacles faced by students with disabilities in the Universities of Southern Italy showed that most of them concern: architectural barriers, access to information (absence of internet and technologies), cultural and behavioural barriers, while they did not complain about the lack of aids and support from specialised tutoring. Many difficulties were encountered with unresponsive teachers (Fish, 2012). Among the main barriers, the literature points to four in particular: architectural barriers; difficulties in disclosing disability to apply for services; problems in accessing information; and negative attitudes of the academic community towards diversity (EADSNE, 2006). In a recent study (Hong, 2015), the university experience is described as 'stressful' due to several factors, including: the physical environment; difficulties in managing time and deadlines; and perceived social stigma. The attitudes of teaching staff are also reported as barriers. The latter aspect is also confirmed in other surveys, conducted from direct listening to students' voices, which show a limited awareness of professors about their needs and a partial willingness to develop adequate and flexible teaching proposals, to provide study materials in accessible format and to grant individualised measures in examinations (Bellacicco, 2018; Strnadová, Hájková, Květoňová, 2015; Moriña, Cortés, Melero, 2014; Claiborne et alii, 2011; Cawthon, Cole, 2010). The surveys conducted in the Italian panorama

confirm the main problem issues found in the international context (Garbo, 2013; Bellacicco, 2017, p. 27). Since the first investigations (1994-95), the concern for the removal of architectural barriers is widespread in the universities of our country (de Anna, 2016). In addition to these obstacles, there are other critical issues reported by students in surveys conducted in the following decades: a limited attention of teachers towards special needs; shortcomings in relationships with peers; poor availability of accessible study materials and technological aids; complexity of the outgoing transition (CENSIS, 2016; Boccuzzo, Fabbris, Nicolucci, 2011; Bertellino, 2007; Muttini, Marchisio, 2005). The research in this field seems to show - not only in our country - a certain difficulty of the university system to respond in a systematic and structural way to the special educational needs of the student population.

The difficulties encountered in the Foro Italico University have been highlighted both in terms of the active placement experience and in terms of accessibility in the volume edited by De Anna, *Le esperienze di Integrazione e inclusione nelle università tra presente e passato* (2016).

To these barriers must be added the barriers for the student athlete, the difficulty of concentrating sporting commitments with academic ones. For this reason, universities provide for attention and differentiation paths.

6

SPORT TUTORING OF DISABLED PEOPLE IN ITALY

The *Rector's Deputy* and the *Specialised Tutoring Service* play a crucial role in promoting appropriate actions and interventions to facilitate the most fruitful participation of students with disabilities in university courses. This is particularly important for degree courses in motor and sports sciences, where they promote greater accessibility to training activities, including the most characteristic motor and sports activities, which have both theoretical and practical content (e.g. swimming, football, athletics).

Students with disabilities run the risk of being marginalised, especially in these lessons, and not playing an active role and/or not benefiting as much as others from the best learning opportunities. The main strategies we put in place to reduce these negative aspects include:

Awareness-raising, which is aimed at teachers and those who collaborate in teaching. This intervention is aimed at increasing knowledge and competence on issues related to disability situations and at drawing the attention of teachers to the needs of all students for the full enjoyment of lessons. It is addressed to large groups of teachers and usually deals with "general" issues, such as the creation of a welcoming and listening context or the examination of aspects concerning specific disabilities (e.g. deafness);

Special educational needs and mediation advice is activated in order to address the needs of a specific student with regard to participation in university courses, particularly if they are characterised by motor-sports content. This is the case, for example, of a student with motor disabilities, even severe ones, who has to participate in athletics or swimming lessons. The specialised tutoring office, on its own initiative, or at the request of the student but also of the teachers, promotes the creation of an informal working group with the teachers concerned. The initial attention of the teachers could be catalysed, in fact, by the perception of the student's "limitations". The head of the UTS will try to shift the discussion to the course objectives and the possibilities of the student's active participation in the learning process, encouraging the identification of obstacles but, above all, focusing on elements (didactic, technical, technological, etc.) that can facilitate this process. It is very important to provide for the active involvement in this working group of the student concerned. It is also appropriate, at this stage, to outline the methods that will be used to obtain adequate feedback on the results of the teaching-learning process and for the evaluation of learning.

The **structure of the educational approach** complements the intervention of the previous point. It consists of a series of alternative or concomitant strategies, proposed by the specialised tutor, which can be implemented to make the lesson more inclusive, favouring the participation of students with different educational

needs/ability levels. For example, in order to promote greater educational accessibility, one can resort to: changes in the rules of the game, technological aids, the use of experts in certain sports disciplines, the creation of sports materials (e.g. special obstacles for teaching obstacle courses for the blind). Among the most important and commonly used strategies are the use of cooperative forms of learning, also through small group teaching, and peer-tutoring, which has proved to be very effective and is extremely widespread in promoting helping relationships and peer learning. It is necessary to focus on another very important aspect: in university courses of study, characterised by motor-sports content, the presence of a student with a sporting disability can and must become an opportunity to enrich the learning opportunities for all those involved in the process. It makes it possible to deal with diversity, thus preparing future sports operators to experiment with approaches in real situations that would otherwise have to be recreated, in an artificial and necessarily less involving way, only on a theoretical level.

7

EXPERT STAFF SUPPORTING THE DISABLED ATHLETE IN ITALY

According to Isidori et al. crucial professionals can be identified such as tutors and counsellors (Migliorati, Maulini, Isidori, 2016), creating a support team linking university and sport experience. In addition to the professionals who traditionally work at university clubs and sports associations (sports managers, coaches, teachers, etc.), it is necessary to introduce into the team new professionals to support the educational and training process, such as: the university tutor, the sports tutor and the counsellor. The university tutor could be identified to facilitate and guide the learning process, encourage the achievement of results, mediate, cooperate and coordinate between the student-athletes, the university and the sports club. In addition, it can support teachers in experimenting with alternative teaching methods and in organising support tools. This specific person, who, from an operational point of view, could be identified by the Rector's Deputy for Disability, should have methodological-didactical, pedagogical, planning, organisational, IT, human-relational and networking skills. The sports tutor, another key resource that could be envisaged, will work in the club or sports association, in coordination with the university tutor, with the function of planning study and training times, monitoring and supporting the learning process also through the e-learning platform or other support tools, especially during periods of sports events and competitions that require the student-athlete to be absent from school. The counsellor as an expert in guidance and management of relational, professional and personal dynamics could support the student-athlete in the exploration and development of his/her personal identity, enhancing high level sport experiences, favouring the development of reflective critical thinking (Schön, 1983; Mezirow, 2000), through the planning of actions shared with other support figures, for the achievement of objectives that make it possible to reconcile the sporting dimension with that of study and personal life (Zagelbaum, 2014).

These professionals, in the implementation of their competences, will have to act as activators of relations and connections, contributing to the creation of that systemic communication between the university and the sport sector.

Very important is the knowledge that these professionals must have both in the adaptation of teaching methodologies, through reasonable accommodation and about disabilities and inclusion processes. A highly interesting figure can be the Peer Tutor. Among specialised tutors, students who are able to carry out peer tutoring for exam preparation can be identified. The peer tutoring strategy is a key inclusive strategy.

8

CONCLUSIONS ITALY

The topic of the dual career of student-athletes with disabilities represents a research challenge that has yet to be explored, both in terms of statistics, best practices, and quality of the experiences of students in this role. It will be interesting to integrate and compare the Italian research (in an international perspective) on student athletes without disabilities with all the special pedagogical studies concerning the access to university of students with disabilities, developing guidelines to identify actions and specialised professionals to support this important process in the life of the person with disabilities in the transition between university life and working life. Sport for people with disabilities is a vehicle for inclusion, participation, and active citizenship, ensuring that people with disabilities can enjoy fundamental human rights, including the practice of sport, as stated in Article 30 of the UN Convention on the Rights of Persons with Disabilities. In this direction, it will be possible to refer to the extensive literature in the field of special education on accessibility in school curricula and inclusive teaching methodologies (Cottini, 2017, 2019).

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DUAL CAREER OF STUDENT-ATHLETES WITH DISABILITIES AS A TOOL FOR SOCIAL INCLUSION

PARA-LIMITS

National Formal Evidence-Data Collection and Literature
Review

COUNTRY

Portugal
.....

ORGANISATION

Polytechnic Institute of Viseu
.....



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1

LEGAL FRAMEWORK IN PORTUGAL

First, it should be noted that the CONSTITUIÇÃO DA REPÚBLICA PORTUGUESA¹ contemplates in its article 13, the principle of equality, which refers:

Article 13²

- 1. All citizens have the same social dignity and are equal before the law.*
- 2. No one can be privileged, benefited, harmed, deprived of any right or exempt from any duty due to ancestry, sex, race, language, territory of origin, religion, political or ideological beliefs, education, economic situation, social status or sexual orientation.*

The Portuguese law also contemplates the rights of persons with disabilities and their participation in sports activities.

In a first level, there is an articulation with the international conventions related to this theme.

In this regard, it is important to note the Resolução da Assembleia da República³ nº 56/2009, which approves the Convention on the Rights of Persons with Disabilities, adopted in New York on March 30, 2007.

That resolution in Article 30, point 5, states:

Article 30

Participation in cultural life, recreation, leisure and sport

5 — 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

In a second level, it is possible to find legislation of a national character centered on various dimensions of the person with disabilities and within the scope of the practice of physical and sports activities.

¹ Free translation Constitution Of The Portuguese Republic (The most important law of the Portuguese Republic)

² Free translation

³ Free translation : Resolution of the Assembly of the Republic

In this sense, it is important to mention:

- Law nº38/2004, of 18 August, which defines the general bases of the legal regime for the prevention, habilitation, rehabilitation and participation of people with disabilities, namely its articles 38 and 39.

Article 38⁴

The right to the practice of sport and leisure

It is up to the State to adopt specific measures necessary to ensure the access of people with disabilities to the practice of sport and the enjoyment of free time, through, mainly, the creation of adequate structures and forms of social support.

Article 39⁵

High competition

It is the responsibility of the State to adopt specific measures necessary to ensure the practice of highly competitive sport by the person with disabilities, through, principally, the creation of adequate structures and forms of social support.

- Law nº 5/2007, of 16 January, Lei de Bases da Atividade Física e do Desporto⁶, in particular its article 29.

Article 29⁷

Disabled people

Physical activity and sporting practice on the part of people with disabilities is promoted and stimulated by the State, Autonomous Regions and local authorities with the appropriate technical assistance, adapted to their specificities, with a view to full social integration and participation, on equal opportunities with other citizens.

⁴ Free translation

⁵ Free translation

⁶ Free translation: Basic Law for Physical Activity and Sport

⁷ Free translation

2

GOOD PRACTICES IN PORTUGAL

At the national level, good practices may be at various levels, namely: signing contracts with the Portuguese government for programs for the development of Paralympic and Deaf Olympic projects; organization of national and international competitions by national sports federations; promotion of meetings of a scientific and formative nature (congresses / seminars, etc.); organization of sporting events.

Also at regional and local level, these last two types of events are supported and / or organized by public entities (local authorities, schools, higher education institutions, etc.) and of a social, associative and private nature.

3

HIGH-LEVEL ADAPTED SPORT IN PORTUGAL

The sports federations are responsible for the training of all athletes with disabilities at the highest level, at national level.

Centering our analysis on the Portuguese participation in the Paralympic games, it is possible to verify that Portugal was present in 10 editions, of the 15 that were held (Tokyo will be the 16th edition of the Paralympic Games).

The data resulting from this participation are shown in table 1.

Table 1 - Portugal's participation in the Paralympic Games

Paralympic games	Nº athletes	Modalities	Medals
1984 - Nova Iorque	29	5	14
1988 – Seul	13	2	14
1992 - Barcelona	29	4	9
1996 - Atlanta	35	4	14
2000 - Sydney	52	6	15
2004 – Atenas	41	6	12
2008 - Pequim	35	7	7
2012 - Londres	30	5	3
2016 - Rio	37	7	4

Sources: International Paralympic Committee, Portuguese Sports Federation for People with Disabilities, Paralympic Committee of Portugal.

History of Portuguese participation in the Paralympic Games

- 10 Paralympic Games
- 281 Athletes
- 13 Modalities
- 92 Medals:
 - o 25 Gold Medals
 - o 30 Silver Medals
 - o 37 Bronze Medals

Medals by modalities

- 53 Medals in Athletics
- 26 Medals at Boccia
- 2 Medals in Cycling
- 1 Football Medal
- 9 Swimming Medals
- 1 Table Tennis Medal

4

DISABLED PEOPLE AND HIGHER EDUCATION IN PORTUGAL

In the national contest for access to higher education, the vacancies fixed for each institution / study cycle pair are distributed by a general contingent and by special contingents.

In the academic year 2020/2021, a special contingent was created for candidates with disabilities : 4% of the vacancies fixed for the 1st phase of the national contest and 2% for the 2nd phase of the national contest (Portaria n.º 180-B/2020, de 3 de agosto)⁸.

It is also important to mention that, within the scope of the special access and entry regimes in higher education, there is a special regime for High Performance Sports Practitioners (Artigo 27º do Decreto-Lei n.º 272/2009 de 1 de outubro)⁹.

With regard to the prerequisites, it should be noted that there are higher education institutions within the scope of their undergraduate courses in the area of physical education and sport, which, in the absence of any test adapted to national or international level, for the various types of disabilities, taking into account the prerequisites in force in them, stipulate a set of tests adapted according to the type and degree of disability presented by the candidates.

Regarding the frequency of higher education, it is important to present some data that provide a brief overview of the situation of students with disabilities in Portugal.

Table 2 - Students with special needs registered in higher education

Academic year	Total subscribers	Public education %	Private Education%
2017-2018	1 644	91,5%	8,5%
2018-2019	1 978	85,9%	14,1%
2019-2020	2 311	87,8%	12,2%

Sources: General Directorate of Education and Science Statistics - Main results of the survey on Special Needs in Higher Education - 2017/2018; 2018/2019; 2019/2020.

According to the data in Table 2, it is possible to verify that students with special needs enrolled in higher education have been increasing, with the majority being enrolled in public education.

Taking into account the data in Table 3, it is possible to verify that the graduates with special needs enrolled in higher education have been increasing.

⁸ Free translation: Governmental Order N.º 180 -B / 2020, of August 3

⁹ Free translation: Article 27 of Decree-Law no. 272/2009 of 1 October

Table 3 - Graduates with special needs

Academic year	Total	Public education %	Private Education%
2016-2017	303	89,4%	10,6%
2017-2018	526	85,7%	14,3%
2018-2019	406	78,3%	21,7%

Sources: General Directorate of Education and Science Statistics - Main results of the survey on Special Needs in Higher Education - 2017/2018; 2018/2019; 2019/2020.

The data in Table 4 shows that graduates with special needs have mostly completed undergraduate courses.

Table 4 - Graduates with special educational needs - Type of Courses

Academic year	Total	professional higher technical courses	degree cycles	study cycles	study cycles of master's degree	integrated master study cycles	programas de doutoramento
2017-2018	526	13,3%	65,8%		10,6%	9,6%	0,8%
2018-2019	406	18%	59,9%		16%	5,4%	0,7%

Sources: General Directorate of Education and Science Statistics - Main results of the survey on Special Needs in Higher Education - 2017/2018; 2018/2019; 2019/2020.

Using the same sources, we will also be able to highlight some aspects that we understand to be relevant and that we present below.

4.1. Regulations for students with special educational needs

Of the 104 higher education institutions that responded to the survey, 65 (62.5%) indicate that they have specific regulations for students with special educational needs.

In 46 institutions (44.2%) there are regulations or statutes of their own and in 23 of the institutions (22.1%) there are specific indications for students with special educational needs in the general regulation.

4.2. Infrastructures and sports for students with special educational needs

In 2019/2020, in relation to the infrastructures or sports modalities for the practice of adapted sports, the following data are highlighted:

- 20 higher education institutions (19.2%) have infrastructures or sports adapted to students with special educational needs;

- Among the sports infrastructures available for the practice of adapted sports, the following stand out: sports hall / multisport (16), gym / exercise room (14), soccer field (12), rugby field (7) athletics track (6), tennis court (5) and swimming pool (5);

With regard to the adapted sports modalities existing in higher education institutions, emphasis is placed on: basketball (9), Boccia (9), cardiofitness exercises, weight training, pilates (9) gymnastics (8), volleyball (8), athletics (7), football (7), futsal (7), handball (6) and swimming (6).

5

BARRIERS AND OBSTACLES FOR THE DUAL CAREER IN PORTUGAL

5.1. Support and good practices

There are several supports aimed at promoting and developing the dual career of the athlete / student of higher education with disabilities in Portugal. Such support may take place on several dimensions, in particular in the existence of national legislation and specific regulations in various higher education institutions.

5.1.1. Special rules for attending higher education

In Portugal, some statutes of exception are provided for students who are in a situation other than normal in their attendance at Higher Education. Such exceptions, namely at the level of students with special educational needs and at the level of sports practice, are set out in specific legislation for this purpose and in certain cases are more detailed and detailed in regulations specific to some higher education institutions.

Legislation

Status of High Performance Athletes

This statute is regulated by Decreto-Lei n.º 272/2009, de 1 de outubro¹⁰. In this context, the high-competition athlete will be able to enjoy some prerogatives, namely: the right to a school timetable and a frequency regime that best adapts to your sports preparation; the possibility of conducting evaluation moments on different dates that coincide with your participation or preparation for sports competitions; request the transfer of an educational establishment, if the exercise of the sporting activity so justifies; the designation of a tutor.

Status of Student Athlete of Higher Education

In accordance with artigo 7º do decreto-lei 55/2019 de 24 de abril¹¹, the student athletes in higher education are entitled to at least the following rights:

- a) Priority in choosing schedules or classes whose frequency regime best suits your sporting activity;
- b) Relevance of fouls that are motivated by participation in official competitions;
- c) Possibility of changing the dates of formal moments of individual assessment that coincide with the days of the championships and competitions;
- d) Possibility of requiring at least two annual examinations or equivalent in a special examination period.

Specific regulations of higher education institutions (examples)

- Statute of Student with Special Educational Needs at the University of Lisbon (Despacho n.º 6255/2016, de 29 de abril)¹².

¹⁰ Free translation: Decree-Law no. 272/2009, of 1 October.

¹¹ Free translation: Article 7 of Decree-Law 55/2019 of April 24

¹² Free translation: Ministerial dispatch Nº. 6255/2016, of 29 April

The student who fits the conditions in these regulations, may have access to the special conditions of attendance provided therein, namely: priority in any act of registration; choice of classes and schedules; personalized accompaniment; access to special exam times.

- Academic Regulation of the University of Coimbra (Regulamento n.º 805-A/2020, 24 de setembro de 2020)¹³

In accordance with Article 150 and Article 153 of this Regulation, high performance sports students have the following rights:

a) adjust schedules; b) remission of absences according to the competitive periods; c) appointment of an accompanying teacher - compensation for classes; d) transfer of a higher education institution; e) exams in a special season, when coinciding with competitions.

- Regulation of the Statute for Students with Special Educational Needs - University Institute of Maia

(see :https://www.ismai.pt/pt/sobreismai_/Documents/Regulamentos/Institucional/Reg.EENEE.PDF).

- Regulation for the attribution of the Statute for Students with Special Educational Needs of the Polytechnic Institute of Santarém (Despacho n.º 7884/2017 de 7 de setembro)¹⁴.

- Regulation of the Student-Athlete Statute - Santarém Polytechnic Institute (Despacho n.º 6944/2020, de 6 de julho)¹⁵, which aims to recognize and value the rights and duties of all student athletes, in addition to the recognition and appreciation of dual careers.

There are some higher education institutions that have indicated that they have a student support office (examples: Universities of the Algarve, Aveiro, Évora and Lisbon; Polytechnic of Santarém), sometimes incorporated in the Social Action Services, equipped with resources capable of monitoring and support people with disabilities (for example, pedagogical and psychological support) and meet their needs and rights, namely with regard to their frequency and assessment.

Other institutions indicated that the respective Directorates designate a teacher who also acts as a reference teacher for the reception and monitoring of all students with the status of student with special educational needs.

5.1.2. Financial support programs, awards and scholarships

Financial support programs for sports federations and Olympic and Paralympic Committees - Portuguese Government

Regular Activities

¹³ Free translation : Regulation no. 805-A / 2020, 24 September 2020

¹⁴ Free translation : Ministerial dispatch N.º. 7884/2017 of 7 September

¹⁵ Free translation : Ministerial dispatch N.º 6944/2020 of 6 July

Financial support, on an annual basis, for the regular activities of sports federations with Public Sports Utility, confederative entities (including the Olympic and Paralympic Committees) and the Sports Foundation, including the organization and management of the entity and, in applicable cases, the sports activity of national character and the organization of national teams and high performance.

In the organization of national teams and high performance, the financing aims to support the following projects: preparation actions and internships, participation in

international competitions, human qualification (national coaches), talent detection project, high performance scholarships, support to sports clubs that include practitioners on a high performance regime, acquisition of material / equipment and other expenses related to the National Teams and High Performance project.

Olympic, Paralympic and Deaf Olympic Preparation Plan

Special financial support, with multiannual periodicity (4 years), to the Olympic Committee of Portugal and the Paralympic Committee of Portugal, to create conditions for the preparation of high-performance athletes and national teams, with a view to obtaining outstanding sports results in Olympic Summer Games, Paralympic Summer Games and Deaf Olympic Games.

National missions to international multisport events

Granting of financial support on an annual basis to the Olympic Committee, Paralympic Committee and Sports Confederation of Portugal, in order to ensure the financial means to support the organization of missions to international multi-sport events, namely Olympic Games (summer and winter), Paralympics, Olympic Youth, World Games, Youth Olympic Festivals, Lusophone Games, Deaf Olympic, etc.

Monetary Awards

High-performance practitioners who rank in the top three in Olympic or Paralympic events at the Olympic Games, Paralympic Games, World Championships or European Championships, in the absolute division or obtain a world, European, Olympic or Paralympic record in such events, they can benefit from monetary prizes in recognition of the value and merit of those sports successes (Portaria n.º 103/2014, de 15 de maio, alterada e republicada pela Portaria n.º 332-A/2018, de 27 de dezembro)¹⁶.

Athletes who achieve rankings up to third place in European Games organized under the aegis of the European Olympic Committees, Universiads, Deaf Olympic Games, World Games promoted by GAISF / SportAccord, World Championships for non-Olympic or non-Paralympic sports, may also benefit from prizes as long as the criteria established in that ordinance are met.

The granting of scholarships to athletes who earn rankings in the first three places in the Youth Olympic Games and Olympic or Paralympic events in World Championships or

¹⁶ Free translation: Governmental Order nº 103/2014, of May 15, amended and republished by Governmental Order Nº 332-A / 2018, of December 27

European age groups is another support measure framed by the legislation indicated in the previous paragraph.

Coaches of high performance athletes will also be able to access prizes. Effectively the coach, or technical team, of practitioners who qualify in the first three places in Olympic or Paralympic events of the Olympic Games, Paralympic Games, World Championships or European Championships, in the absolute class or obtain a world record, from Europe, Olympic or Paralympic in such events can benefit from monetary prizes in recognition of the value and merit of those sporting successes (Portaria n.º 103/2014, de 15 de maio, amended and republished by Portaria n.º 332-A/2018, de 27 de dezembro¹⁷).

The coach, or technical team, of athletes who obtain rankings up to third place in European Games organized under the aegis of the European Olympic Committees, Universities, Deaf Olympic Games, World Games promoted by GAISF, World Championships for non-sports events Olympic or non-Paralympic, can still benefit from prizes as long as the criteria defined in that legislation are met.

Annual Education Scholarship

The Annual Education Scholarship of the Education Scholarship Program of the Paralympic Committee of Portugal is intended for athletes to attend higher education.

Candidates must satisfy among several criteria, namely, and in a cumulative way, a sporting criterion and an academic / training criterion.

With regard to the first, being athletes integrated in the Tokyo 2020 Paralympic Preparation Project and Deaf Olympic Preparation Project, Athletes integrated in the Tokyo 2020 Paralympic Hope Project and Deaf Olympic Olympic Project

Regarding the second, athletes have regular and effective enrollment in a higher education institution, enrolled in undergraduate, master's or doctoral courses.

The Annual Education Scholarship of the Education Scholarships Program will have a maximum annual value of € 3,000.00 (three thousand euros) net, referring to each complete academic year.

Table 5 shows the number of athletes awarded this scholarship in recent years.

Table 5 - Education grants awarded to student athletes

School year	Number of scholarship athletes *
2020/2021	13
2019/2020	10
2018/2019	13
2017/2018	9
2016/2017	6
2015/2016	6
2014/2015	5

Source: Paralympic Committee of Portugal

* these fellows are athletes included in Paralympic and Deaf Olympic projects and come from the following modalities: Athletics, Boccia, Canoeing, Cycling, Judo, Goalball, Swimming and Triathlon.

¹⁷ Free translation: Governmental Order n.º 103/2014, of 15 May, amended and republished by Governmental Order N.º 332-A / 2018, of December 27

However, it is important to mention that there are, in the present academic year (2020-2021), two high-performance athletes who, because they are not in the Paralympic project, are not awarded these scholarships.

5.2. Barriers and obstacles

Many higher education institutions have indicated that they do not have, in the current academic year, nor in the past two previous years, high-performance athletes with disabilities attending their courses. As such, they did not report any type of barriers and obstacles to the dual career.

They also informed that in the event that this happens, they will apply the legislation and make the adaptations that are considered the most appropriate.

The University of Coimbra reported that at the moment it has identified only two high-performance student athletes with disabilities, with no distinction between them and the other student students, that is, the difficulties in reconciling both careers are treated equally for all student athletes.

Some institutions also indicate that some buildings have certain adaptations (e.g., access ramps and information in Braille), while others claim that the constraints are in the process of being adjusted.

6

SPORT TUTORING OF DISABLED PEOPLE IN PORTUGAL

Many higher education institutions have indicated that they do not have high-performance athletes with disabilities attending their courses in the current academic year, nor have they in the past few years. As such, they did not report any information about this topic.

The University of Coimbra reported a profile of competencies for the performance of the sport tutoring function of athletes with disabilities:

PERSONAL

- . Adaptability - Someone who presents flexibility and versatility in the individual mentoring relationship with each athlete, who has the ability to adapt to each of the cases and to each of the situations;
- . Positive energy - Someone who is motivated, with a high level of commitment and who demonstrates interpersonal skills in relating to new athletes;
- . Openness - Someone who is accessible to contact and treatment, who is available to perform the demanding tutoring function, who has the capacity for involvement and empathy with the athletes;
- . Humility - Someone who listens to athletes, who respects them, who is sensitive to their opinions and needs;

TECHNIQUES

- . Academic training - Someone who must have basic academic or complementary professional training in the specific area of adapted sport;
- . Skills - Someone with technical skills specific to the sport that is framing, in terms of tutoring, that allows a specific (non-generic) response to the needs of preparation (training) and management of the sports career of disabled athletes;

. Background - Someone with a specific background in the area of adapted sports, who is aware of the problem of adapted training and the specific needs of athletes with disabilities.

The representative of the Paralympic Committee of Portugal says that tutors must demonstrate training skills in the context of promoting the values inherent in the Paralympic movement, Sports Science and Sports Management. They must also demonstrate social skills, such as responsibility and commitment, work capacity and resilience.

7

EXPERT STAFF SUPPORTING THE DISABLED ATHLETE IN PORTUGAL

Many higher education institutions have indicated that they do not have, in the current academic year, nor in the past two previous years, high-performance athletes with disabilities attending their courses. As such, they did not report any information about this topic.

From the indications evidenced by some institutions, we would like to highlight those pointed out by the University of Coimbra for being the ones that presented more in depth and that are then exposed.

The competency profile of the technical support staff for athletes with disabilities was defined by the EUSAPA project (Ferreira & Morgulec, 2011; https://www.researchgate.net/publication/234047088_ACADEMIC_STANDARDS_FOR_A_PA_PROFESSIONALS_IN_SPORT_A_REFLEXIVE_APPROACH_IN_EUROPE), which is characterized by:

- Qualified and competent professionals, able to meet the needs of athletes who practice elite adapted sports.
- Qualified professionals capable of evaluating, planning, prescribing and monitoring quality training sessions, according to the specific needs of athletes, and the specificities of different sports, professionals capable of understanding the behavior of athletes during training and during competition, able to motivate them and keep them focused on the predefined goals in order to acquire autonomy, as athletes, and to provide them with new opportunities to improve their performance.

The EUSAPA project defined guiding principles for the key roles and functions, as well as the table of knowledge, skills and competences for professionals working in sport and adapted physical activity. These guiding principles, developed in the first phase of the project, are general and applicable to both levels identified for professional purposes in the area of training (ENSSEE, 2007):

- a) Coaches of sportspeople oriented towards participation, that is, coaches involved in non-formal and leisure training, as well as coaches involved in lower non-competitive levels of development;
- b) Coaches of athletes oriented to high competition, that is, coaches involved with athletes / teams of formal training and high performance levels (elite).

Skills

A. Planning

An adapted physical activity trainer should be able to: (1) develop and adapt exercise and training programs, (2) assess the current situation and history of athletes with disabilities and (3) develop and adapt training plans adjusted to the needs of athletes.

These key roles are listed below along with the key roles that describe the job expectations in detail:

A.1 Develop and adapt exercise and training programs for individuals with disabilities in specific sports.

A.1.1 Identify the organization's mission, vision, purposes and objectives in relation to providing opportunities for people with disabilities in recreational sport in different structures (eg, inclusive / segregated / unified or competitive / recreational)

A.1.2 Identify skills, environments and attitudes necessary to fulfill the program's objectives.

A.2 Initial assessment of the current situation and history.

A.2.1 Compile a comprehensive account of the relevant background for future participation in sport / recreation (eg, medical, achievements, social, communication, etc.).

A.2.2. Assess the individual in the following areas: interest and motivation; specific areas of sport (eg anthropometric, bioenergetic, neuromuscular, psychological, functional capacity, classification); Communication.

A.2.3 Assess the individual's environment (eg economic, sports and recreational facilities, extrinsic barriers, family, support, etc.).

A.3 Develop and adapt exercise and training plans.

A.3.1 Agree on short, medium and long term objectives based on strengths and weaknesses.

A.3.2 Identify resources (eg, human, equipment, finance).

A.3.3 Design a training plan that covers the following areas: physical, tactical, technical and psychological.

A.3.4 Agree to monitor the process and the schedule.

B. Management

In sport for people with disabilities, a coach can often be forced to deal with administrative issues, including: (a) communication and cooperation with key partners, (b) administration, (c) tasks

(d) human resources related to liabilities.

These key roles are listed below along with their duties to describe the job expectations in detail:

B.1 Communication and Cooperation

B.1.1 Consult other professionals as part of a multidisciplinary team.

B.1.2 Communicate with staff / volunteers, athletes, family, school, organizations and the media.

B.2 Management

B.2.1 Prepare reports.

B.2.2 Make appointments.

B.2.3. Exchange correspondence.

B.3 Finance.

B.3.1 Plan budgets.

B.3.2 Organize financing strategies.

B.4 Human Resources.

B.4.1 Recruit and evaluate staff.

B.4.2 Recruit and evaluate volunteers.

C. Training / Instruction

Most expectations of training in adapted physical activity reside in the area of adapting methods and strategies to the needs of people with different disabilities.

These key roles are listed below along with the key roles that describe the job expectations in detail:

C.1. Adapt training strategies.

C.1.1 Adapt training styles to meet individual needs.

C.1.2 Adapt training methods.

C.1.3 Plan communication strategies.

C.1.4 Planning behavioral strategies

D. To Monitor

An essential part of good training is also related to monitoring progress against training or exercise plans.

These key roles are listed below along with the key duties that describe job expectations in detail:

D.1. Assess the impact and readjust the planning.

D.1.1 Check regularly that objectives are being met (by plan).

D.1.2 Reassess individual and social strengths and weaknesses according to the plan.

D.1.3 Identify the causes of failures and successes in achieving the objectives.

D.1.4 Agreeing again on short, medium and long term goals based on strengths and weaknesses.

D.1.5 Identify resources (eg, human, equipment, finance).

D.1.6 Redesign a training plan that covers the following areas: physical, tactical, psychological technique.

E. Development of adapted sport

As adapted sport (in many countries sport for people with disabilities) and the inclusion of athletes with disabilities in the sporting community is underdeveloped, in many EU countries, the expectations of the adapted physical activity coach may also reside in the following areas: (a) advice in the field of adapted sport and (b) lifelong training. These key roles are listed below along with the key key duties that describe the job expectations in detail.

E.1 Defense

E.1.1 Promote adapted sport.

E.1.2 Intercede in the realization of rights.

E.1.3 Defend the adapted physical activity standards, including the need for experts.

E.2 Continuous learning.

E.2.1 Identify your own needs for professional development.

E.2.2 Commit to ongoing professional development activities (eg, reading, workshops).

E.2.3 Communication network.

E.2.4 Self-assessment

8

CONCLUSIONS (PORTUGAL)

This document highlights some weaknesses since the contact made via email and telephone with the various national institutions related to sport for people with disabilities and with higher education institutions, as well as the documents and / or that they sent us or that contained in the respective sites, did not allow us to respond to some items with the desired depth and reasoning.

All the personalities and / or institutions contacted consider the theme of our project to be very pertinent, however, it is noted in certain cases that this is a theme about which there is a lack of information, reflection and, above all, experience. On the other hand, we are left without knowing whether or not many higher education institutions have data or whether they exist and are properly organized, and even disseminated or published.

It is true that there are positive aspects, namely legislation, regulations, financial support programs, awards and grants, government support, grants and support offices.

However, the data obtained did not allow us to obtain detailed information on whether such aspects are sufficient or adequate and, on the other hand, how they are realized and operationalized in a real context.

In other words, information about the real barriers and obstacles that exist for the dual career of the sportsman / student of higher education with disabilities in Portugal is still relatively scarce, which fully justifies the evolution to the next stage of this research project, which is conducting field research involving various sports agents, especially high-performance athletes / students of higher education.

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DUAL CAREER OF STUDENT-ATHLETES WITH
DISABILITIES AS A TOOL FOR SOCIAL INCLUSION

PARA-LIMITS

National Formal Evidence-Data Collection and Literature
Review

COUNTRY

ROMANIA

ORGANISATION

NATIONAL UNIVERSITY OF PHYSICAL EDUCATION AND
SPORTS - BUCHAREST



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1

LEGAL FRAMEWORK IN ROMANIA

Detail and explain the national, regional and local policies on adapted sport and social inclusion (two pages maximum).

The situation of disabled people in Romania has become topical especially after 1989, when the State Secretariate for the Disabled (SSD) was set up.

With time, the specialized institution in charge with the coordination, guidance and control of activities dedicated to the protection of people with disabilities - as well as their social integration – embraced various shapes, from an entity under the authority of the General Secretariate of the Government, the Ministry of Health and Family or the Ministry of Labour, Social Solidarity and Family (until 2010), up to a specialized department within the Ministry of Labour and Social Protection (between 2010–2021).

In December 2014, based on the Government Emergency Ordinance No. 86, the National Authority for People with Disabilities (NAPD) was set up, as a specialized body of central public administration, holding legal entity status, under the subordination of the Ministry of Labour and Social Protection.

The establishment of an independent body dedicated to the protection of the rights of the disabled was equally supported by the Human Rights Commissioner of the Council of Europe who, in the report *Rights of persons with disabilities in Romania*, mentioned that such an independent body might play in the future the useful role of contact point and coordination mechanism meant to implement the UN Convention on the rights of people with disabilities, in Romania. (Mijatovic, 2019)

Today, in Romania, the situation of the rights of the disabled is regulated as follows:

- The Constitution of Romania;
- Law No. 448/2006 on the protection and promotion of the rights of the disabled;
- Government Decision No. 268/2007 for the approval of the Detailed Rules on the implementation of the provisions set out in Law No. 448/2006 regarding the protection and promotion of the rights of the disabled.

Once the paradigm shift occurred with regard to the notion of disability – from the medical to the social approach – and once the *Convention on the rights of the disabled* (2006) was adopted, the notion of disability falls into the category of human rights-related issues. In keeping with the legislation which fights discrimination, the principle of equality amongst citizens, the exclusion of privileges and discrimination are also safeguarded with regard to exercising the right to take part on equal terms in cultural and sports activities.

The legislation in force stipulates the obligation of public authorities to include and acknowledge sports as a means of recovery, through the development of specific programmes. Thus, the competent authorities of public administration have the obligation to facilitate the access of people with disabilities to cultural values, to activities falling within the scope of national heritage, tourism, sports and leisure. In order to secure

the access of the disabled to culture, sports and tourism, public administration authorities must undertake the following specific measures:

- support the participation of people with disabilities and their families to cultural, sports and touristic events;
- organize – based on cooperation or partnership with legal entities, public or private – cultural, sports and leisure events and activities;
- provide adequate conditions for the practice of sports activities by people with disabilities;
- support the activity of sports organisations involving people with disabilities.

Law No. 69/2000 on physical education and sports makes it compulsory for public administration authorities to provide for the practice of physical education and sports activities by people who are physically, sensorially, psychologically and mixed-disability impaired, with a view to their personal development and social integration; they must also provide the necessary means for the disabled athletes to take part into national and international dedicated competitions.

The National Strategy on Youth Policies for 2015-2020, whose core is social inclusion, aims to significantly improve the condition of certain categories of adolescents and youth at high risk of social exclusion. Thus, the main area of intervention „Health, sports and re-creation” has spurred a new concept “sports – a lifestyle” dedicated to the target group of youth with special features: young drugs/alcohol consumers, youth with unhealthy eating habits, youth with disabilities, 15-19 year old (young) mothers, HIV/AIDS infected youth, youth suffering from various mental conditions, youth whose lifestyle that does not include sports or cultural activities. The specific target of the above-mentioned area of intervention is the development of education through sports and physical activity, in order to generate a healthy lifestyle, to help people become active and responsible citizens, and to encourage young people to establish a stronger link between re-creation and the practice of sports and movement. The lines of action also include orienting young people with disabilities toward sports activities and securing their adequate access to properly equipped youth centres and student halls.

The 2016-2020 national strategy „A society with no hurdles for people with disabilities” and the operational plan on implementing the national strategy (Official Monitor nr. 737/2016) provide for the access and participation of people with disabilities to nonformal educational programmes and contexts, cultural, sports, leisure and recreational activities, shaped for their specific requirements and interests.

In Romania, sports for persons with disabilities is well underway. The National Paralympic Committee, which continues the activity of the Romanian Sports Federation for the Disabled, is a sports structure of national interest, in charge with organizing sports activities pertaining to all types of disabilities. Its main tasks are the following:

- promoting paralympic sports without any discrimination in Romania;
- increasing awareness for the paralympic movement in Romania ;
- encouraging young people with disabilities to practise sports, as well as disseminating paralympic sports as a challenge, motivation and means of social integration;
- improving health.

The Romanian National Paralympic Committee (NPC) works in conjunction with the Ministry of Youth and Sports.

2

GOOD PRACTICES IN ROMANIA

Good practices, both from public and private initiatives (two pages maximum).

The examples of good practice promoted by the non-governmental organizations in Romania are many, but too little known. We can mention here the competitions organized by the Foundation 'Motivation': the Motivation Swimming Competition and the participation to the Swimming Marathon, wheelchair basketball competitions (Motivation is a member of the Romanian Basketball Federation since 2002), the international wheelchair tennis tournament, with ITF scores. Motivation Romania provides programmes focusing on social, educational and occupational integration of persons in wheelchairs. The services cover a wide range of needs of the disabled adults and children, from equipment adapted to different types of motor disabilities, to trainings for an independent life offered by trainers in wheelchair.

Special Olympics Romania (SOR) – part of Special Olympics International sports movement – has carried out its activity in Romania since 2003. It is an organization which contributes to the social integration of people with intellectual disabilities and it enables them to discover and develop their motor potential and sports skills, through training programmes and competitions-like events, organized throughout the year. Thus, SOR athletes have the opportunity to become active members of their families and local communities. Special Olympics Romania represents an experience which inspires energy, health, self-confidence and the joy of living. At the same time, SOR promotes the practice of sports in integrated settings - football, dancing, and adapted activities - gymnastics, football, athletics, skiing, bocce, swimming, table tennis, basketball.

Under the coordination of experts from UNEFS (The National University for Physical Education and Sports), athletes representing Special Olympics Romania (SOR) have taken part to numerous international competitions and they have won numerous medals.

World/European Games	Year	Country	No. of SOR participating athletes
European Games	2006	Italy	29
	2010	Poland	16
	2014	Belgium	19
European Games – Total No.			64
Winter World Games	2005	Japan – Nagano	4
	2009	USA – Boise	15
	2013	South Coreea - Pyeongchang	10
	2017	Austria	15
Winter World Games - Total No.			44
Summer World Games	2007	China-Shanghai	35

	2011	Athens	38
	2015	USA - Los Angeles	20
	2019	UAE - Abu Dhabi	34
Summer World Games – Total No.			127
Grand Total			235

The Sports Therapy Centre for Disabled Persons (Bucharest), launched in 2013 by Climb Again Association, is an example of civil involvement; it also exemplifies the way in which a social business can change communities. Climb Again Association provides free-of-charge therapy sessions based on climbing, physical therapy and psychological counselling for hearing/neural/ motor/visually-impaired and autistic youth.

Other activities of a sports nature – adapted and inclusive – are the ones organized by associations which operate in the field of special education: the Down Syndrome Association of Bucharest, the Down Plus Association, the Angels Down, the Hofnung Foundation, the Workforce Association, etc.

These organizations, in cooperation with UNEFS Bucharest and the Association School of Coaches IOAN KUNST GHERMĂNESCU, have implemented Erasmus Plus sports projects on themes specific to adapted sports: STAF Sport Together, Active Forever (2018-2019), UNIDANS – Unified Dance as an Inclusive Strategy for Young People with Limited Abilities (2019 - 2020), APT – Art Play Therapy (2020 - 2021).

Likewise, local and national organizations have accessed national funds based on which they have carried out activities specific to adapted and inclusive sports (*The urban dance camp*, 2017, a project of the Association School of Coaches IOAN KUNST GHERMĂNESCU (financed by the Bucharest City Hall).

3

HIGH-LEVEL ADAPTED SPORT IN ROMANIA

Explain the general situation of high-level adapted sport at national level (two pages maximum).

With regard to the participation of Romania to the Paralympic Games, we would like to mention that the first participation took place in 1972, in Heidelberg (Germany). The participating athlete was Pev Alexandru (table tennis).

Other sports events attended by Romanian athletes were the following:

- 1996 Atlanta USA - powerlifting - Aurel BERBEC;
- 2000 Sydney Australia – powerlifting - Adrian SANDU (100 kg, ranking 16th);
- 2004 Athens Greece – cycling - Carol Eduard NOVAK (the incumbent minister of sports and youth; 4th place – the road race trial, 6th place – the endurance trial); powerlifting - Adrian SANDU (100 kg, ranking 9th);
- 2008 - cycling – Eduard Carol NOVAK, class LC2, the tandem was made up of the sight-impaired athlete Csaba Arnold Butu and the pilot Lehel Ruzsa; weightlifting (supine weightlifting) – Corina Viorica Custură (+82,5 kg, ranking 7th); wheelchair tennis – Crina Steliana Țugui. The best result belonged to the athlete Eduard Carol Novak, class LC2, who took part in all the cycling competitive events which were organized as races:
 - Velodrome :
 - Track race 1.000m - 4th place
 - Track race 4.000m - 4th place
 - Road :
 - Time trial - 2nd place, silver medal
 - Race 72,6 km - 30th place
- 2012 London Great Britain (UK) – athletic events: Florin Cojoc (long/broad jump), cycling - Eduard Novak (Gold medalist) and Imre Torok; swimming - Naomi Ciorap; table tennis - Dacian Makszin.
- 2016 Rio de Janeiro Brazil – Romania had the largest team of athletes so far (12 athletes and 6 trainers/tutors: 2 in athletic events – Hriscu Florentina (discus) and Cojoc Florin (high jump); 2 in canoeing – Lulea Mihaela and Serban Iulian, Toth Gheorghe, the Kayak Federation; 2 in cycling – Novak Eduard and Olah Attila; 1 in judo (visually-impaired) – Bologa Alexandru; 2 in swimming – Ciorap Naomi, Ciorap Samuel, Ilina Octavia; 2 in table tennis – Makszin Dacian and Simion Bobi. In terms of achievements, one can mention the bronze medal in judo – Bologa Alexandru (visually-impaired).

The Winter Paralympic Games

- 2010 – Vancouver, Canada - Laura Valeanu - skiing
- 2014 – Sochi, Russia - Laura Valeanu - slalom (5th place); giant slalom (7th place)
- 2018 – Pyongyang, North Korea - Dan Marcu - banked slalom (11th place); snowboard cross (11th place)

Amongst the Paralympic athletes, we can name the following students: Tepelea Ioana Monica (The Romanian Academy of Economic Studies – the statistics department); Ionita Daniel Gabriel (The Bucharest Polytechnic University – the transport department); Bucur Constanta Livia (The Bucharest University); Anton Ciprian (The Brasov School of Physical Education and Sports); Bolozan Andrei (The Bucharest Polytechnic University).

During the time, important results were obtained by Special Olympics Romania (SOR) athletes. (table no.1)

Table no.1 SOR athletes' results in international competitions

Year	Competition	Sports	Gold Medals	Silver Medals	Bronze Medals	Other places
2007	SO World Games, Shanghai, China	Track and Field	1	1	1	
		Bocce	1	1	2	
		Football	1			
		Unified Basketball				4
		Gymnastics	4	1	2	
		Table tennis	1		3	
2009	SO World Winter Games , Idaho, USA	Winter sports (ski, ice skating, speed skating, hockey, snowboard)	3	5	9	
	International Competition in Gymnastics (Genoa, Italy)		4	6	2	
	International Competition in Gymnastics (Sant'Atioco, Italy)		2			
2012	SO World Games, Athens, Greece		5	9	7	
2013	SO World Winter Games, Pyeong Chang, South Korea	Cross Country Ski	1		2	6 - 4 th places
		Snowshoeing 50 m	1		2	
		Snowshoeing 25 m	1	1	2	

		Alpine ski		2		
2014	SO European Games, Antwerp, Belgium		16	10	10	
2015	SO World Game, Los Angeles, USA		7	7	7	
2017	SO World Winter Games, Austria	Cross Country Ski Snowshoeing 50 m Snowshoeing 25 m Alpine ski	4	6	11	
2019	SO World Game, Abu Dhabi, United Arab Emirates	Gymnastics	12	7	11	
		Track and field	2	2	1	
		Swimming	1	2	1	
		Tennis	1	2	1	
		Judo	1	1	3	
		Table tennis	3	2		
		Roller skating	1	1		
		Bocce			1	

4

DISABLED PEOPLE AND HIGHER EDUCATION IN ROMANIA

Situation of access of disabled people to Higher Education (two pages maximum).

The Law on National Education No. 1/2011 stipulates the obligation of the state to provide the Romanian citizens with equal access rights to all levels and types of post-high school (undergraduate) and higher education studies, as well as lifelong education, without any discrimination.

The Law on the protection and promotion of people with disabilities No. 446/2006 dedicates an entire chapter to education and it stipulates that people with disabilities are entitled to free and equal access to any type of education, regardless of age, according to the type and degree of disability and their educational needs; the disabled persons or, depending on the case, their family or legal representatives are the main decision-makers in choosing the form and type of schooling as well as the educational institution as such.

Within the schooling process, regardless of its level, people with disabilities are entitled to the following: supporting educational services; providing them with the technical equipment adjusted to the type and the degree of disability and assistance in its usage; making the necessary adjustments to the classroom furniture; school books and course books designed so as to fit the special needs of the visually-impaired students; the use of supportive equipment and software during exams of all types and levels.

In Romania, in keeping with the legislation on the prevention and fight against all types of discrimination, denying access of a person or a group of persons to the public or private system of education, of any type, degree and level, on grounds of their belonging to a certain race, nationality, ethnic group, religion, social class or underprivileged category, in other words, because of the beliefs, age, gender or sexual orientation of such persons, represents a misdemeanour.

The Government Strategy in the field of child rights protection and promotion 2014-2020 has generated priority lines of action meant to include and keep all children/students/youth with special educational needs, in general, and those with disabilities, in particular, within a specific educational format.

The access of people with disabilities to tertiary education in Romania is quite limited. (Ministry of Work and Social Protection, 2020) A survey developed at European level has indicated that in 2017 only 7% of students in Romania have declared to have a certain disability, chronic disease or any functional limitations. The rate is the lowest amongst the ones recorded in the other European countries (and much lower than the one in countries such as The Netherlands (36%), Finland (28%) or Sweden (27%)).

The attendance rate of disabled students within the higher education system is actually even lower. Among the ones who identify themselves as people with disabilities, 43% state that their disability does not hinder them at all in their learning-related activities. Likewise, more than half of the students who have limitations in carrying out

their studies (56%) state that they do not need or do not wish any kind of assistance from the authorities in the process of carrying out their university studies.

The few students with disabilities included in the tertiary education system, quite often, make considerable effort so that they can attend their classes, whereas concluding their studies implies a strong motivation to graduate from such higher education institutions. On many occasions, the family itself is involved in providing support to such students throughout the entire duration of their studies. Without family support, staying in the system is very difficult or even improbable. For instance, in the absence of adequate and specific means of access (to class and study premises, as well as ancillary space for accommodation purposes), the disabled student might need a person to accompany him/her to class at all times. Likewise, the disabled student might not be able to attend all classes.

The National Strategy on youth policies for 2015-2020 has included no measure specifically targetting tertiary education. The Strategy mentions the existence of a very limited number of disabled students and it provides no estimate as to their number. At the same time, the instrument that monitors the implementation of the Strategy has included no chapter dedicated to tertiary education. On the other hand, problems related to the access to tertiary education stem mainly from the poor quality of the educational services, and the insufficient undergraduate educational capacity.

Romanian tertiary education is organized and based on the principle of university autonomy; according to this principle, each higher education institution decides on its own organization. According to the ARACIS (The Romanian Agency for Quality Assurance in Higher Education) evaluation, the “problematique” of disabled students is treated marginally; the standards regarding accessibility are desirable but not binding.

The evaluation methodology developed by ARACIS (approved by Government Decision No. 915/2017) includes two types of standards according to which the evaluation is carried out: minimal and baseline (standards). The former refer to minimum achievable levels, whereas the latter represent optimal and recommended but not compulsory levels.

With regard to the topic of disabled students, the only minimal standard which refers to them is vaguely phrased as follows: “meeting the requirements of disabled students in so far as the learning and teaching activities are concerned, and providing them with adequate support services”. But this criterion is inadequately evaluated, by simply checking whether some provisions concerning these requirements are included in the process of planning and resource allocation. All the other standards which regard disabled students fall in the category of baseline standards: enabling access to premises dedicated to support and extracurricular activities (such as accommodation spaces and eating/cafeteria premises, etc.), having in place admission procedures fit for students with disabilities, teaching and evaluation methods adapted to their needs as well as adequate learning resources (schoolbooks, textbooks, collections etc. available in school libraries).

Metrics showed that the number of students with disabilities enrolled in public institutions in Romania is still very low; it represented in 2009-2010 only 0.11% from the total number of enrolled students, i.e. 574. If we examine the situation of the persons with disabilities in Romania for 2010, as described by the General Directorate for the

Protection of People with Disabilities in Romania (and the statistical data generated by the General Directorate for Social Welfare and Child Protection), we see that such persons amount to a number of 689,680 i.e. approximatively 2.965% from the entire population of Romania. If we take into account just the 18-29 age group, the number of people with disabilities who fall within the range of this sub-group reaches 70,500, i.e. 10.22% from the total number of disabled adults. In terms of fairness and access, the dynamics of the population of Romania should be equally reflected in the figures related to the higher education institutions.

The rules which currently govern the funding process for tertiary education stipulate no criterion as regards the number or the weight of students with disabilities in determining the basic level of funding. Supporting students with disabilities in the context of tertiary education is treated as desirable but non-binding.

The survey done by the Romanian National Alliance of Students' Organizations (*National Report about the compliance with the regulations of the code of student rights and obligations for the academic year 2019 – 2020*) showed some interesting aspects regarding the way Romanian universities are "disabled-friendly and -accessible". *Still, there were no mentions about provisions or facilities needed for disabled students practising sports.*

- 13% of the universities surveyed have all the adapted logistics for accommodating the specific needs of this population;
- only 14% of the universities have dedicated entities for supporting disabled students;
- 18% of the universities have organized training sessions for all academic staff, in order to properly interact with the disabled persons;
- 32% of the universities have almost all the facilities needed, namely access ramps, elevators, rest-rooms, etc, so that schooling activities in the lecture halls, labs, libraries should not be limited or compromised;
- 23% of the universities have only access ramps;
- 41% of the accommodation areas are equipped only with access ramps, no other facility being mentioned;
- 4% of the dormitories have all the amenities needed for the disabled.
- 57% of the universities have no access facilities to the dining spaces, while 19% have only access ramps;
- regarding the alternative methods of teaching and assessment, 50% of the universities do not have or use such tools, 23% have only audio books/lectures, while 10% have specialized softwares, audio and Braille language educational resources.

5

BARRIERS AND OBSTACLES FOR THE DUAL CAREER IN ROMANIA

Review of the existing barriers and obstacles for the Dual Career of athlete-students with disabilities (two pages maximum).

The documentary work has shown that currently in Romania the number of athlete students with disabilities is very low. Consequently, there is not enough evidence or data to prove how difficult it is to organize a dual career for such people. Against this background, we can still identify some barriers and obstacles that hinder their participation into sports, tourism and re-creational activities.

Almost three quarters of the people with such limitations have never spent one week-end outside the places where they live, throughout the previous year, compared to almost half of the people without such limitations. Wherever we looked, the lowest participation rates are specific to the people with most severe limitations: 93% from these people, and 97% from the ones who live in rural areas, have undertaken no sporting activity for an entire year long; 82% have never spent the week-end outside the place where they live, and 89% from the people with severe limitations who live in rural areas. Women have even lower participation rates – in all categories concerned – with major discrepancies as a result of their limited range of activities, compared to the case in which such limitations do not exist at all: compared to 52% of the women without limitations, 66% of the women with some limitations and 89% of the women with severe limitations have never been – during a whole year – into a restaurant/bar/coffee shop/club/terrace. If almost 19% of the people without limitations in terms of activity have exercised some sports once a week, the rate drops to 10% in the case of people with some limitations and to 3% in the case of people with severe limitations.

Some data confirm that the practice of sporting activities is generally speaking quite low in Romania, and even more so amongst the people with disabilities. Out of the total population aged 5 and over, only 11.6% stated that they do sports weekly or engage in various recreational physical activities in their free time, according to data from the 2021 National Statistics Institute (INS), quoted by local Agerpres. Most of those who perform such activities are children aged 5-14 years (50.2%) and young people aged 15-24 (20.5%). After this age, the share of people doing sports in their free time decreases significantly, from 11% in the 25-34 age group to 0.3% in people aged 75 and over. People who did sports, fitness, or various physical activities in their free time dedicated an average of 34 minutes a day to these activities.

The data produced by the Ministry of Youth and Sports showed, in turn, that 60% from the entire population engaged in no sporting activities at all in 2016. In this given context, the involvement of people with disabilities becomes even less significant. Starting from a unidimensional, medical point of view, whereby disabilities must be tackled by means of specialized interventions, participation to sports activities is confined to physical recovery/rehabilitation ; but often times even such type of services are not available. The information collected by means of interviews points to the fact that the

opportunities that people with disabilities have to take part into sporting events are very scarce and are mainly the result of individual efforts or private initiatives.

Barriers identified by the people interviewed on the topic of access to sports – testimonials :

- „I am a person with a disability and when I go to the swimming pool I ponder to think how do I get into the pool without disturbing anyone, without everyone in the pool looking at me, without somebody coming over to offer their help ; to be honest, I do not like this stuff very much. I have been like this my whole life. I wait a little and I think. I pick the ‘chaise-longue’ which is closest to the pool, then I start getting up from the wheelchair and I lower myself onto the chaise-longue and then from the chaise-longue straight into the pool. I am not paralysed (...) when you take your kids to a swimming pool, it is obvious that there are curious people all over the place, people who look at you ; so, in order to do something and spare your children from feeling embarrassed, you simply ask them to sit by your side, so that you can get into the pool yourself.” (Interview with a person with physical disabilities from Arad county).

- „A whole new generation of kids keen on organized sports should be born ; it is not enough to build tennis tables, one has to facilitate the mentorship of trainers/tutors over the children. The famous American example is the one which says that the sports teacher is also the children’s mentor (...) Sport is an aggregator for discipline, innovation, courage (...), but the local municipality has absolutely no concern in this respect, as we can see from what happens around us.” (Interview with a private business operator in the field of sports and re-creation from Sibiu county).

Nowadays, there is a constant tendency to give priority to male athletes in certain sport branches, and to discriminate athletes with disabilities against the healthy ones, especially when *funding policies come into play, both at government and sports organizations level.*

Considerable progress in terms of sports, in general, but also in terms of sports for athletes with disabilities, in particular, would consist in *applying the measures meant to support dual career equally to all athletes.* This would be fully in keeping with the principles of *an inclusive approach* in which the measures applied to certain groups be motivated by their specific needs. Likewise, this would match the EU Strategy on equal opportunities for women and men (2010-2015) and the UN Convention on the rights of the disabled, passed in 2006 by the UN General Assembly, ratified by the EU in 2008 and entered into force in 2011.

Barriers / obstacles:

- Lack of an adequate legal and financial framework, customized to meet the needs of disabled students-athletes;
- Lack of a systematic approach based on sustainable legal and financial measures;
- Lack of support structures / auxiliary aid services;
- Lack of planned opportunities enabling disabled people to pursue higher education studies and personal career development simultaneously;
- Lack of individual assistance for each athlete, to be provided by a mentor, a tutor or a system fostering individual learning. Such assistance was described as being an efficient tool meant to encourage athletes and make them persevere in their educational programmes;

- Lack of a scholarship programme specific to the dual career of disabled students-athletes;
- Lack of a coherent system of financial support dedicated to disabled students-athletes;
- Lack of support for the dual career of athletes with disabilities (in general);
- Lack of staff having received special training in universities, to meet the needs of athletes/people with disabilities
- Lack of balance between sports training and academic studies
- Lack of adequate access facilities for people with disabilities (such as: ramps, elevators etc.) in certain universities
- The talented and "elite" athletes in both professional and amateur sports, including **the disabled athletes**, as well as the ones who have retired, must be acknowledged as a *social group specific to significant policy areas*. Such a status must be: a) developed and recognized through the cooperation among the stakeholders of "elite" sports, including the organizations representing athletes, educational institutions, employers and business people, as well as government agencies (ministries related to sports, education, labour, defence, home affairs, economy, health and finance); b) integrated into institutional regulations and action plans belonging to sports organizations and educational institutions; also integrated into the social dialogue between employers and employees in the area of professional sports, as well as into the dialogue between the boards of directors and the committees of athletes which govern the sports organizations in the area of amateur sports; c) assisted by describing in specific terms the "itinerary" to be followed in order to acquire an early or a belated specialization in high-performance sports and for disabled athletes, in particular.

More and more sports disciplines for people with disabilities are being integrated within the scope of activity of traditional sports organizations; hence, *special attention must be granted to this population group, so as to secure equal treatment and develop specific ways and means*, in the case in which the ones dedicated to healthy – fit for work - athletes cannot be applied to the disabled ones. This fact implies that any decision-making process must also *include the views and the needs of this particular group*.

6

SPORT TUTORING OF DISABLED PEOPLE IN ROMANIA

Competences for the sport tutoring of disabled people (two pages maximum).

To date, there is no occupation/qualification in Romania reflecting the status of a teacher/coach specialized in the area of adapted/inclusive sports.

In keeping with the provisions of Order No. 270/273 from June, 12th, 2002 on the approval of the procedure for updating the catalogue "The Classification of Occupations in Romania" (Art. 7, 8 and 9), in order to accurately reflect the occupations specific to the Sports, Re-creational and Amusement Activities sector, and in order to match the activities, the requirements and the reality of the labour market, The National University for Physical Education and Sports (UNEFS) has championed as of 2018 the introduction of the occupation of an *Adapted Sports Coach* in the COR (Classification of Occupations in Romania).

In the application file, UNEFS defines adapted sports as a sports branch which *makes use of motor structures, specific rules, material and organizational conditions, thus modified and adjusted to the requirements proper to various types of disabilities*, and argues the necessity of this occupation by the following facts: adapted sports provide benefits to the people with disabilities in terms of

- their *health status* (resistance to illnesses, means to make their body more immune, better observance of hygiene rules, etc.);
- in terms of their *bodily motricity* (stimulating growth and development processes, the correct bodily attitude, the functional activity and the ability to adjust to effort, the acquisition and improvement of behaviour and motor skills, the development of motor abilities);
- in terms of *psychological* development (stimulating cognitive, emotional, motivational and volitional processes etc.) and, last but not least, in social terms (shaping the attitude which promotes acceptance and inclusion, the transfer of social skills from sports to social life).

Sports associated with people with disabilities does not only target the diminution of the medical condition as such; it also highlights the entire potential of the individual, thus triggering his/her increased quality of life.

In order to reach the objectives of tutoring in adapted sports, we consider that *the adapted sports coach* must become familiar with the particular features of his subject, alter his/her motor skills, so that these skills become more accessible to the person concerned; the coach must also adapt the sports branches, by adjusting the equipment, the rules of the game, etc.

The coach will continuously adapt the tutoring methods and the teaching styles to the special needs of his subjects, in order to make most profit from the potential of the disabled athletes.

The occupation of an **adapted sports coach** implies the following requirements:

a. *Tasks and responsibilities:*

He determines the training and performance objectives on short , medium and long term for the various groups of disabled athletes, according to their level of training (beginners, advanced and very high level).

He designs, plans and evaluates the tutoring process per age category and level of training and he adjusts the tutoring principles and the learning process to each type of impairment and each subject.

He designs tutoring programmes aimed to maximize the existing potential but not worsen the clinical condition of the athlete.

He organizes and manages the tutoring process, making use of suitable teaching methods, he understands the causes and identifies the symptoms of overtutoring; he also recognizes the upper limit of an athlete's working capacity, thus avoiding an "overload" (volume and intensity);

He checks the condition of the materials, equipment and devices used during the training process.

He devises an adequate composition of the physical technical and tactical **tutoring programme**, by including modern training means and methods, which diminish the risk of additional traumas to the athlete.

He evaluates the level of training of the disabled athletes and develops customized tutoring strategies.

He drafts reports / personal records of the athletes, meant to highlight their progress, their strengths and their weaknesses; he also evaluates the potential of the group/team

He coordinates the activity of the interdisciplinary team (trainer, physical instructor, kinetotherapist, psychologist, etc), on the occasion of large-scale high-level competitions

He attends the training sessions of the athlete batches and accompanies the disabled athletes to the scheduled competitions.

He involves himself in the organization and deployment of sporting events/competitions.

He cooperates with the National Paralympic Committee, Special Olympic Romania, Motivation Romania and yet other sports organizations, in order to contribute to the progress of sports for the disabled in Romania.

For an improved conduct of the training process of disabled athletes, the coach for adapted sports makes use of various materials (balls of different sizes, textures and weights, targets of different sizes, baskets, nets, wider gates, paddles, rackets with a broader surface and reduced weight, portable items etc.), equipment, devices and apparatus meant to enhance the impact of the planned physical exercises.

The coach for adapted sports must be a graduate of extended higher education studies in the field of physical exercise and sports. In order to fulfil such a position, he must be fit in psychological and emotional terms and he must also prove the following qualities:

- rigour, flexibility and accountability;
- sense of initiative;
- creativity and innovation;
- personal involvement;
- resistance to intense physical and intellectual effort;
- patience and self-control;

- analytical thinking;
- critical thinking;
- verbal communication skills;
- analysis, synthesis, problem-resolution capacity;
- coordination and monitoring of specific activities;
- decision-making capacity.

The adapted sports coach must be:

- a good organizer and
- a good planner of activities;
- able to prove the skills that must be exercised;
- an evaluator during training and competitions;
- a counsellor (he may get involved in the resolution of certain emotional or social problems of the athlete, or he may suggest the choice of the suitable piece of equipment or material in certain circumstances, etc.);
- a mentor;
- a friend (he may generate a relationship based on trust and confidentiality with the athlete);
- a supporter.

The adapted sports coach must have:

- specialized theoretical and practical knowledge as to how to design/plan/schedule the training for disabled athletes;
- knowledge as to the management of disabled athletes during competitions (coaching);
- the appropriate principles, means and methods to be used during the sports tutoring process, depending on the specific disability of the athlete;
- knowledge in the field of sports psychology/pedagogy;
- knowledge on how to provide, use and maintain the resources needed for the specific physical activities;
- knowledge as to the legislation, strategies and rules governing this field of activity.

7

EXPERT STAFF SUPPORTING THE DISABLED ATHLETE IN ROMANIA

Characteristics of the expert staff supporting the disabled athlete (two pages maximum).

In Romania, the training of athletes of high-level performance with limited skills is done by interdisciplinary teams, composed of a coach, a psycho-pedagogue, a medical doctor. Their main area of expertise and their skills are derived from their own major field of study, but all of them – without exception – also hold competencies in the field of specialized psychopedagogy.

It is worth mentioning that disabled athletes enter large-scale competitions, organized at world level: the Paralympic Games, a multisports international event which brings together athletes with physical disabilities or associated impairments (visual or intellectual), World Championships per separate sports branches, World Cups, Continental Championships, Open Tournaments.

In order to prepare people with disabilities so that they can practice sporting activities, at various levels, the adapted sports coach, besides the athletic training as such, must also motivate, inspire, guide and provide moral support to the athletes in their attempt to overcome their own limitations.

The adapted sports coach is also in charge with the initiation, preparation and improvement of the disabled athletes' performance in various sports disciplines.

The models of good practice in the area of high-level performance adapted sports show us that the training of such athletes is carried out by trainers who have an extensive experience in their area of expertise (i.e. the adapted sports disciplines); they also hold solid skills in the field / area of communication and building relationships with people with special needs.

For instance, we can give you the example of Prof. Gabriel Popescu, coach emeritus for aerobic gymnastics, master of artistic gymnastics, having 15 years of experience in adapted sports, artistic, aerobic, acrobatic, acro-dance activities, and who successfully managed to win 30 medals with 7 gymnasts at the Special Olympics World Games (Abu Dhabi, 2019): 12 gold, 7 silver, 11 bronze. Most of the SOR athlete coaches are, in fact, teachers in the higher education system; they have a lot of experience in high-level performance sports, and they also work as long-term volunteers, lending their know-how and logistics support to adapted sports training.

8

CONCLUSIONS (ROMANIA)

State the main conclusions of your findings at the national level (one page maximum).

To ensure the participation of people with disabilities in sporting activities, on an equal footing with everybody else, public policies in Romania must consider a set of measures meant to encourage and promote the participation – in as large a number as possible – of people with disabilities to mass and high-class sporting events at all levels. At the same time, it is of essence to make it possible for disabled people to have access to the sports infrastructure.

The number of disabled students in Romania is still very low; this is an indicator of the lack of awareness and understanding about issues related to the access and integration of such students, on the part of the decision-makers concerned. This state-of-play originated in and was maintained by the insufficient interest of universities and, especially, by the lack of consistent and coherent methodologies in this respect.

The stage in which universities understand by the implementation of strategies meant to ensure access of the disabled through the mere construction of access ramps – as it is obvious that such ramps are not enough triggers to goad such people towards higher education and make it accessible to them - must be overcome. Their right to education is enshrined in the Constitution of Romania.

National Association of Romanian Students Organizations together with other structures in the field of education have come up with the following recommendations:

- developing strategies and institutional mechanisms meant to attract students with disabilities towards higher education studies, by granting them access to all levels of education – developing strategies for the inclusion of people with disabilities
- improving the skills of the teaching staff in working with persons with disabilities through new training programmes (the future master's degrees in teaching)
- enhancing the capacity of the vocational training and professional guidance centres to monitor and foster the academic and personal integration and progress of disabled students.

All these matters get amplified in the context of the practice of adapted and inclusive sporting disciplines ; if we also consider that the number of disabled students-athletes is quite low and that there is no clear interest in the promotion of adapted sports at university level.

Although during the past few years adapted sport has gained an unprecedented momentum, which led to internationally-acknowledged results and achievements, the access of disabled athletes to higher education studies is still limited, mainly due to socio-economic reasons.

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DUAL CAREER OF STUDENT-ATHLETES WITH
DISABILITIES AS A TOOL FOR SOCIAL INCLUSION

PARA-LIMITS

National Formal Evidence-Data Collection and Literature Review

COUNTRY

SPAIN

ORGANISATION

UCAM



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1

LEGAL FRAMEWORK IN SPAIN

The basic document of national legislation, the Spanish Constitution of 1978, details in its article 43.3 that "the public authorities shall promote health education, physical education and sport. They shall also facilitate the appropriate use of leisure time" (p. 29320). This statement leads the competent public institutions and entities to establish a regulatory framework that guarantees access to sport for all citizens.

At national level, sport in Spain is regulated by Law 10/1990 of 15 October on Sport, which was last amended in May 2018. It praises sport as a fundamental element of the educational system and details that its practice is important in the maintenance of health and, therefore, it is a corrective factor of social imbalances that contributes to the development of equality among citizens, creating habits that favour social inclusion. More specifically, with regard to sport for disabled, article 4 states that the National Administration is responsible of promoting the practice of sport by people with physical, sensorial, mental and mixed disabilities, with the aim of contributing to their full social integration.

This fact is again justified by Royal Legislative Decree 1/2013, of 29 November, approving the Revised Text of the General Law on the Rights of People with Disabilities and their Social Inclusion, which recognises them as holders of a series of rights and the public authorities as guarantors of the real and effective exercise of these rights, in accordance with the provisions of the International Convention on the Rights of Persons with Disabilities. It also establishes the system of infractions and sanctions that guarantees the basic conditions in terms of equal opportunities, non-discrimination and universal accessibility for people with disabilities. At regional level, the Statute of Autonomy of the Region of Murcia approved by Organic Law 4/1982, establishes in its article 9.2,b), that it is the responsibility of the Autonomous Community to promote the conditions for the freedom and equality of the individual and the groups in which they are integrated to be effective and real, removing the obstacles that prevent or hinder their fullness, currently materialising through Law 4/2017, of 27 June, on universal accessibility of the Region of Murcia.

Although these general laws apply to all areas, the Sports Law specifically establishes in article 70.2 that sports facilities must be accessible, and without barriers or obstacles that prevent the free movement of people with physical disabilities or the elderly. It also states that the indoor areas of sports venues must be equipped with the necessary facilities for their normal use by these people, provided that the nature of the sports for which the venues are intended allows it.

This national law, although it is the basis for the regulation of sport in Spain, is not the only one referring to these issues. This is because Article 148 of the Spanish Constitution states that the Autonomous Communities may assume competences in the promotion of sport and the appropriate use of leisure time, and the Law on Sport highlights in this respect that coordinated actions and cooperation between the Spanish Administration and that of the Autonomous Communities will be sought for those concurrent competences. Therefore, in Spain there are as many sports laws as there are

Autonomous Communities in its territory. As far as the Region of Murcia is concerned, sport is regulated through Law 8/2015, of 24 March, on Physical Activity and Sport, which has sought to have the same system as that of the national law, although not all the federations of the different disabilities have been developed (Ruiz Ruiz, & Mendoza Laiz, 2018).

Currently, a new national Sports Law is being drafted, as the current one is outdated, in which it is planned to incorporate inclusive sport into the text and improve the degree of compliance with current regulations on accessibility and adaptability of sports facilities, as well as the creation of the Inclusive Sport Commission and the increase of inclusive sport modalities in the Spanish School Age Championships (CESA).

Finally, with regard to legislative provisions on sport and universities, Organic Law 4/2007, which amends Organic Law 6/2001 on Universities, highlights in its articles 90 and 91, referring to sport at university and coordination of university sport, that sport at university is part of student education and is considered to be of general interest to all its members, and that universities must establish the appropriate measures to encourage sport and provide the necessary instruments for effective compatibility with students' academic training. Likewise, with regard to its coordination, it details that the government will articulate formulas to make the studies of high-level athletes (Royal Decree 971/2007, on high-level and high-performance athletes) compatible with their sporting activities. These issues are also supported by articles 61 and 62 of Royal Decree 1791/2010 approving the University Student Statute.

2

GOOD PRACTICES IN SPAIN

This section presents some examples of good practice models in Spain, both in terms of high-level athletes participating in the Olympic Games, as well as others related to the sport-university binomial, the promotion of inclusive sport and, finally, good practices related to the dual career of athletes with disabilities.

- **Paralympic Target Sport Support Plan *ADOP***

The Paralympic Target Sport Support Plan (*ADOP*) is an initiative of the Spanish Paralympic Committee, the High council of Sports and the Ministry of Social Rights and Agenda 2030 that aims to provide Spanish Paralympic athletes with the best possible conditions to be able to carry out their preparation and thus face the participation of the Spanish Team in the Paralympic Games with guaranteed success.

The *ADOP* Plan is possible thanks to the financial contributions of Spanish companies through a Grants Programme so that athletes can dedicate themselves to sport as their main activity, as well as a Services Programme, which includes a comprehensive system of support for training, including preparation in high performance centres and medical services, among others. There is also a Direct Sponsorship Programme for Federations and a Social Dissemination and Return to Sponsors Programme.

Thanks to their financial contributions, Paralympic athletes today have the best conditions to face their training and technical preparation to reach the highest possible goals (Leardy Antolín, & Sanz Rivas, 2018).

- ***Talent Opportunity Grants***

The Conference of Rectors of Spanish Universities (CRUE), within its working group on grants and student mobility, and in collaboration with the Foundation of the Spanish National Organisation for the Blind (ONCE), promotes its Talent Opportunity Grants programme, which aims to promote training of excellence, transnational mobility, the specialisation of students with disabilities in areas of special employability, as well as sports training, this being one of the few references in terms of support for sport and disability that we currently find. In addition, the programme aims to harness the full potential and boost the academic and research careers of university students with disabilities, thus promoting their inclusion in highly qualified jobs.

- **University Guide for Students with Disabilities**

This guide is the result of a previous study carried out by the UNED's Centre for Attention to University Students with Disabilities (UNIDIS) with the support of the ONCE Foundation and co-financed by the European Social Fund. On the website created as a result of this research, students can find information about the resources and measures related to accessibility in Spanish universities. Within the section *Other Programmes/Actions*, there is a section related to Accessible Sport and Leisure: 1) specific accessible sport programmes, 2) specific adapted sport programmes, and 3) accessible leisure activities.

- **Support Plan for Grassroots Sport ADB 2020**

The ADB 2020 Plan of the High Council of Sports aims to broaden the base of athletes and create optimal conditions for the detection of talent and their comprehensive training, both in terms of sport and academics. This strategy tries to generate innovative and facilitating actions to achieve the adhesion of more and better young athletes and, on the other hand, it tries to awaken the interest and economic support of the business sector. The projects and activities of the ADB 2020 Plan are developed around two major programmes: Support for School Sport (ADE) and Support for University Sport (ADU).

- **A+D Plan**

In 2010, the High Council of Sports, in coordination with the Autonomous Communities, drew up the A+D Plan as a benchmark in the promotion of sport as an element of social inclusion. One of the fifteen action programmes of this plan aimed to generalise the practice of sport by people with disabilities guarantee access to and use of sports facilities and improve the training of sports professionals. To achieve this, five specific measures were proposed to be developed in the decade 2010-2020: 1) inclusion of disability in educational centres, 2) physical activity for people with disabilities in the National Health System, 3) professional profiles of specialists in adapted physical activity, 4) good practices guide in physical education and inclusive physical activity and 5) integration of athletes with disabilities in sports federations.

Unfortunately, this plan had a scope planned for the period 2010 to 2020, but the latest calls for actions date from 2010, having diluted the scope and relevance of the plan, identifying specific and often isolated strategic actions (Reina Vaillo et al., 2018).

- **UCAM Sports Tutorship Model ESTPORT**

This model was originated at UCAM and it is framed and follows the directions of the *EU Guidelines on Dual Career of Athletes*. This dual career model focuses mainly on high-level active athletes who are pursuing a university degree (Sánchez-Pato et al., 2017a).

In practical terms, the model works as follows: the diagnosis and identification of specific needs of the athlete; guidance and advice for future jobs; and enabling the sports and academic careers to work together concerning occupational guidance, training, employment and collaboration.

In the academic year 2015-2016, 188 people benefited from the UCAM scholarship program, of which, 139 remained active during the course (through taking exams) that, taking into account the percentage of success in the studies carried out by scholarship students, the results show a success rate of 72.3%.

3

HIGH-LEVEL ADAPTED SPORT IN SPAIN

In order for an athlete with a disability to be considered a high-level athlete, and in accordance with article 5 of Royal Decree 971/2007 on high-level and high-performance athletes, those with a national federative licence or with an approved regional licence, with a physical, intellectual or sensory disability, who are in possession of a sports licence and who meet some of the following requirements, are considered high-level athletes:

a) In case of individual sports modalities or events, those who have been ranked among the first three places in any of the following competitions: the Paralympic Games, the Deaflympic Games, World Championships, European Championships in their speciality, organised by the International Paralympic Committee, or by the International Federations regulating each sport, and whose modalities are recognised by the High Council of Sports, without prejudice to what may be agreed exceptionally by the High Level Sports Evaluation Commission.

b) Same provision as above, but for team sports or team events.

In addition, support technicians for athletes with physical, intellectual or sensory disabilities who are considered high-level athletes shall also be considered high-level athletes, provided that they have participated in any of the above-mentioned events and meet certain requirements.

The data provided by the latest Sports Statistics Annual Report (Ministry of Culture and Sport, 2020), reflect, in terms of the number of high-level disabled sportspeople by federation, that there are 56 athletes distributed among the federation of intellectual disability (21), sport for the blind (92), sport for the deaf (44) and sportspeople with paralysis and brain damage (8), with large differences according to sex, the majority of whom are men.

As far as Sports Federations are concerned, according to the 1990 Sports Law, there can only be one Spanish Federation for each sport modality, although this does not apply to multi-sports federations for people with disabilities. This was subsequently regulated by Royal Decree 1835/1991 on Spanish Sports Federations and Registration of Sports Associations, which established five sports federations for people with disabilities: Spanish Sports Federation for People with Physical Disabilities (FEDDF), Sports for People with Intellectual Disabilities (FEDDI), Sports for the Blind (FEDC), Sports for People with Cerebral Palsy and Acquired Brain Injury (FEDPC) and Sports for the Deaf (FEDS).

Once the five federations of sports for people with disabilities were created in the early 1990s, they soon realised that the only way to defend their interests as a group was through unity of action, which led to the creation of the Spanish Paralympic Committee (CPE) in 1995 (Leardy Antolín & Sanz Rivas, 2018), which has the same nature and performs similar functions to those of the Spanish Olympic Committee with respect to athletes with disabilities.

The Spanish Paralympic team has participated in 22 editions of the Games, 13 in the Summer Games and 9 in the Winter Games, winning a total of 694 medals, almost half of them in swimming. The great leap in quality of the Spanish team took place in the Barcelona 92 Games, entering among the world powers, although after Sydney 2000, due to the massive incorporation of new countries to the international Paralympic panorama, there was a fall that is still reflected in the last Games held (Leardy Antolín, & Sanz Rivas, 2018).

In terms of the composition of the Paralympic team, the percentages of female athletes are lower than those at the global level. At the Rio de Janeiro Games in 2016, 22% of the Spanish participants were women (out of 127 participants, 28 women and 99 men), with this percentage of women in the Spanish Paralympic team having undergone practically no evolution (Pérez Tejero, & Ocete Calvo, 2018).

Competitive and high-level sport requires a certain amount of practice time to achieve sporting excellence in a specific modality, even turning this practice into a profession in some cases, at the highest level of competition, with the objectives of results as a roadmap, without logically neglecting the objectives of improving personal or collective performance (Mendoza Laiz et al., 2018).

For this reason, with regard to the university-high-level athlete binomial, Royal Decree 971/2007 details that measures must be established to promote training and education, and to facilitate access to the different training offers of the educational system, for high-level and high-performance athletes. Similarly, the Autonomous Communities must reserve a minimum percentage of 3% of the places offered by university centres for top-level sportspeople who meet the corresponding academic requirements on an annual basis, which may be increased by the Governing Council of the universities. Furthermore, centres offering studies and teaching in Physical Activity and Sport Sciences, Physiotherapy and Physical Education Teacher, must reserve an additional quota equivalent to at least 5% of the places offered for top-level athletes.

DISABLED PEOPLE AND HIGHER EDUCATION IN SPAIN

Organic Law 4/2007, of 12 April, which amends Organic Law 6/2001, of 21 December, on Universities (LOMLOU), stipulates the promotion of active policies to guarantee equal opportunities for people with disabilities, placing special emphasis on the following pillars (Reina Vaillo et al., 2018):

- Equal opportunities.
- Eradication of any form of discrimination, both in access, admission, permanence or the exercise of acquired academic qualifications.
- Establishment of affirmative action measures.
- Full and effective participation in the university environment.
- Provision of means, support and resources for real and effective equal opportunities.
- Accessibility to services and facilities, both physical and virtual.
- Design of study plans based on respect for and promotion of Human Rights and the principles of universal accessibility and design for all.
- Exemption from public fees and prices.

The Royal Decree 1791/2010, of 30 December, which approves the University Student Statute, contains the following specific provisions in relation to students with disabilities (Reina Vaillo et al., 2018):

- Art. 4 on non-discrimination with the "requirement of acceptance of democratic rules and respect for citizens, the constitutional basis of Spanish society".

- Art. 12 on the effectiveness of rights, where the universities "shall establish the necessary resources and adaptations so that students with disabilities can exercise their rights under equal conditions as other students, without this implying a reduction in the required academic level".

- Art. 13 on the duties of university students, where the non-discrimination of any member of the university community, including those with disabilities, is presented as a duty of students.

- Art. 15 on access and admission of students with disabilities, in order to "guarantee equal opportunities and full integration in the university", as well as guaranteeing accessibility to all its spaces and buildings, including virtual ones.

According to the IV Study on the degree of inclusion of the Spanish university system with regard to the reality of disability (Fundación Universia, 2019), the total number of students with disabilities in Spanish universities is 21,435 (1.5% of the total), with the Region of Murcia having the highest percentage at national level with 1.8%. Approximately one in four of the students with disabilities gained access to university through the places reserved for students with disabilities, currently regulated by Article 26 of Royal Decree 412/2014. The percentage is higher in public universities (1.5%) than in private universities (1.2%), and is significantly higher in non-face-to-face universities (4.1%) than in face-to-face universities (1.0%). It should also be noted that the

proportion decreases as university studies progress, with 1.8% of students at undergraduate level, 1.2% at postgraduate and master's level and 0.7% at doctoral level.

Of the students with disabilities, those with physical disabilities predominate (55.9%), followed by people with psychosocial/intellectual/developmental disabilities (26.5%) and finally sensory disabilities (17.6%). Regarding the distribution by branch of studies, 54.5% study Social and Legal Sciences, 26% Science, Technology, Engineering and Mathematics and 19.5% Arts and Humanities. Finally, in relation to the distribution by gender, it can be seen that there is a slightly lower proportion of women with disabilities studying at university compared to men, with 49.1% of women studying undergraduate degrees, 48.7% postgraduate degrees and 43.4% doctoral degrees.

With regard to whether they have received any adaptation in the university access process, three out of every ten students with disabilities have received it. The most frequent adaptations were those of means and support (69.1%). Students with disabilities also benefited, although less frequently, from adaptations to dates and timetables (14.5%), adaptations to the form, content or duration of exams (8.9%), adaptations related to accessibility, transport or parking facilities (3.9%), economic adaptations (1.9%) and curricular adaptations (0.8%).

Finally, according to Reina Vaillo et al. (2018), the main areas of work for the inclusion of people with disabilities in Spanish universities are:

- Access to the university.
- Accessibility and signage.
- Curricular adaptations and access to the curriculum.
- Internships, employment and employability.
- National and international mobility.
- University extension.

5

BARRIERS AND OBSTACLES FOR THE DUAL CAREER IN SPAIN

Among the barriers that students with disabilities perceive in the university environment, there are both those related to academic issues and those related to the practice of sport and its compatibility with their studies.

With regard to education, the latest Social Integration and Health Survey (National Statistics Institute [INE], 2012) on the level of education shows that there is a gap in the level of education between the population with disabilities and the population without disabilities of the same age, with the percentage of illiteracy being significantly higher than that of the population without disabilities, while the percentage of people with disabilities with higher education (higher professional or university studies) is much lower (Huete García & Díaz Velázquez, 2018).

Regarding the perception of students (Fundación Universia, 2019), 21.1% state that they have encountered accessibility barriers at university, the most common being the classroom (51.5%), the material provided by lecturers (36.6%) and common spaces (34.4%). The perception of barriers is somewhat more frequent among those who study or have studied in public universities (20.9%) than among those who study or have studied in private universities (18.3%), and considerably more frequent among those who study or have studied in on-site universities (27.1%) than among students in off-site universities (9.4%). Furthermore, 15.2% of women with disabilities said that they have faced more difficulties at university due to gender issues.

The same study shows that approximately two out of every ten students with disabilities state that they need help to follow classes. The request for help from classmates is also more frequent among those who study in on-campus universities (58.3%) than among those who study in off-campus universities (46.7%). In the latter case, the proportion of those who request the help they need to follow classes from their university increases (30.0%, compared to 18.0% in on-site universities).

With regard to the accessibility of sport, the study on the resources available to promote the inclusion of Spanish university students with disabilities shows that only 32.9% of the universities included in the University Guide for Students with Disabilities offer accessible leisure activities, a percentage that decreases when referring to accessible sport (23.7%) and adapted sport (17.1%). The results are in line with those obtained in the IV Study on the degree of inclusion of the Spanish university system with regard to the reality of disability (Fundación Universia, 2019), which shows that only 30% of universities have specific accessible leisure and adapted sport programmes.

With respect to the practice of sport by students with disabilities, 91% of them claim to be regular practitioners, although their participation in competitive university sport stands at 2.3% of those who practice it regularly and 1.4% only once. In the same way, they demand the need for training of technicians and professionals as a prior step for participation in university sport by students with disabilities and specific support and resources for their participation in competitive university sport. In addition, there are

still arguments related to stigma as a barrier to participation in competitive university sport (Reina Vaillo et al., 2018).

Among the perceived barriers to the practice of physical activity and sport, related to general contextual factors, the students with disabilities listed the lack of opportunities in first place, followed by health reasons, although in fifth place they highlighted the incompatibility with their studies. In relation to social interaction barriers, the first position is held by social attitudes, followed by the presence of a close family member and access to a carer or support staff. Finally, in relation to accessibility barriers, students highlight the lack of information in first position (Reina Vaillo et al., 2018).

Another perceived barrier is the lack of encouragement, for which several Spanish universities have devised a series of incentives for this group, such as the reduction/exemption of fees for sports services (21.2%), recognition of academic credits for taking part in sports activities (12.1%), grants or recognition (9.1%) and free access to sports facilities (6.1%). It is worth noting here that only 13.4% of the students interviewed claimed to receive some kind of financial support for sports practice, so 83.6% of them considered it relevant to enable scholarship programmes for the practice of sport (Reina Vaillo et al., 2018).

Regarding the factors related to the constancy and reconciliation of sport and academic activity and, specifically, the main barriers perceived by Spanish students with disabilities, the main one is fatigue (52%) followed by stress and overwhelm (45%), little time for leisure (38%) and abandonment of other activities (38%), although they mention in a lower percentage others such as overlapping schedules, little time to study, distance between the educational and sports centre, fear or issues of financial compensation (Reina Vaillo et al., 2018).

SPORT TUTORING OF DISABLED PEOPLE IN SPAIN

Due to the scarcity of information at national level regarding the competences of the sports coach for people with disabilities, the desirable competences of the sports coach in general and the issues to be taken into account regarding the tutoring of students with disabilities will be discussed.

In the field of higher education, one of the key figures in dual career development are tutors, whose main objective is to help and support student-athletes, promote the achievement of results and encourage positive attitudes in this group (Isidori et al., 2017).

Regarding the competences of the sport tutor, the tutor must master the main subjects taught to student-athletes and help them to acquire information and develop problem-solving skills related to the specific courses they follow. In addition, an effective tutoring system has to motivate them intellectually and emotionally to find solutions to solve problems and to make the necessary effort to complete the tasks required of them, focusing on strategies aimed at enhancing self-discovery and problem solving, inspiring confidence and motivating them to learn autonomously and critically (Isidori et al., 2017).

These tutors will be responsible for collecting and integrating various existing resources for formal and non- formal training, labour intermediation and support in active job search that are of interest for athletes, both their professional evolution and for their access to the labour market. Also they must establish appropriate lines of coordination between the different students in relation to their sports commitments and their academic obligations (Sánchez-Pato et al., 2017a). Some of the key areas the student-athletes require from their tutor are orientation on enrolment and choice of subjects, postponement of exams, schedules, targeting for each course (Sánchez-Pato et al., 2017b).

With regard to students with disabilities, Article 22 of Organic Law 4/2007 on tutorials for students with disabilities establishes that these must be adapted to the needs of students with disabilities (e.g. accessible places, individual or permanent tutoring programmes, etc.). In this respect, nine out of ten services for students with disabilities have programmes or actions for tutoring or monitoring students with disabilities, with a rating of 7.55 out of 10 for students who have made use of them (Universia Foundation, 2019).

These programmes and actions aim to provide support and advice to students with disabilities or special educational needs in the different aspects they need. They provide personalised monitoring of students with disabilities, guiding and supporting them during their university education process based on knowledge of their academic problems and needs, as well as their professional concerns and aspirations; they mediate between students and teachers to make the adaptations that students need effective, ensuring the rights that the law recognises for them, and at the same time they try to favour the autonomy of the students, ensuring that the support is not

excessive and does not diminish the academic rigour of their education. They also keep in contact with lecturers who have students with disabilities or special needs and offer them general guidelines of good practice for this group, inform the responsible bodies when they detect accessibility problems in the premises, information or necessary curricular adaptations, and make suggestions for improving accessibility (Fundación Universia, 2019).

Adequate training and competences of sport professionals for people with disabilities is a determining factor, whether it is by default (barrier) or when it is adequate and responds to the needs of the group (facilitator). The basic aspects in any training on the subject should include, among others (Sanz, & Reina, 2010):

- To know the different disabilities and eligible impairments in the case of federated sport.
- Understanding the specificities of disabilities and their implication in daily life.
- Knowledge of the suitability of adapted physical activities according to disabilities.
- Knowledge of the techniques and scientific research on the subject.
- Ability to communicate with people with disabilities.
- In the school environment, to acquire the basic knowledge to attend to the educational needs that students with disabilities may present,
- Identify, through the experience of limiting situations, the difficulties in carrying out certain activities by people with disabilities.
- Identify and understand the legal and federative framework that regulates sport for people with disabilities.
- Know the basic principles of disability classifications for sport.

An adequate knowledge of the needs of this group would improve positive attitudes towards their care and interaction, reducing anxiety when caring for these students, increasing professional confidence and motivation to continue working in this field, as well as broadening the range of experiences and strategies in practice (Reina Vaillo et al., 2018). This specific training and the acquisition of knowledge about disability are determinant for access to physical activities and sports (Vickerman, & Coates, 2009), so that those professionals who have not had adequate prior training will not be prepared to deal with the diversity of the group (Rust, & Sinelnikov, 2010).

7

EXPERT STAFF SUPPORTING THE DISABLED ATHLETE IN SPAIN

The Law on Sport, in relation to high-level sport, establishes that it will be the Spanish Administration, in coordination with the Autonomous Communities, which will adopt the necessary measures to facilitate the technical preparation, the incorporation into the educational system, and the full social and professional integration of high-level athletes, during their sporting career and at the end of it. To this end, among other measures, it shall promote the conclusion of agreements with public and private companies for the professional exercise of the sportsperson, as well as the articulation of formulas to make the studies or work activity of the sportsperson compatible with his or her training or sporting activity.

To this end, there are several figures and departments that can help to achieve this objective, and which are implemented in some or all of the universities in Spain. Key figures in the development of these new learning models are represented by mentors and tutors. Tutor and tutoring are two academic terms which define the figure and action of people whose aim is to assist individuals who are behind in their studies or experience problems when they study within large groups of people. For student-athletes, mentors, who can come from several and different backgrounds, serve as examples to emulate. A mentor is more a guide than a teacher, and this figure can also play a remarkable role in assisting student-athletes during their transition from their profession as athlete to University life (Isidori et al., 2017). The Sports Tutorship has to be run by tutors-mentors assigned to athletes and supervised by a coordinator, who analyses their training and professional itinerary together, diagnosing and detecting their needs (Sánchez-Pato et al., 2017a).

Also coaches, trainers, teammates, as well as athletic counselors are important and key figures who are pillars of support for the tutorship system of student-athletes (Wisker et al., 2013). This means there is a need to encourage student-athletes to establish and enter into a support team that includes significant others inside and outside of athletics. This team has also to be capable of creating a link between the university and athletics (Anderson et al., 2012).

What is of fundamental importance for creating an effective tutorship system for student-athletes, is networking. Given that students are based at a university, it makes sense that this networking is developed during this time and that student-athletes are encouraged to value the high-profile experiences they have received in sport to help themselves when they are at university as well as after, through an effective cooperation between the main agencies and organizations that promote sport in our society (schools, federations, sport associations, and clubs, etc.).

Another important figure for this commitment is the student tutor, that can help student-athletes being the “link” between classmates and teachers. On many occasions it is clear that this figure could solve problems faster, like group works or retrieve class notes on days that cannot be attended. Having access to information by a classmate directly is considered more enjoyable than working directly with a professor, due to the

different positions in the organization chart of the university (Sánchez-Pato et al., 2017b).

In the same way, each university must promote the creation of services for the university community with disabilities, by establishing a structure that makes it feasible to provide the services required by this group. 68.3% of these services are offered by an internal service, office or area, 19.5% by a programme dependent on a service, office or area, 6.1% by several shared services, offices or areas, 3.7% through a foundation and the remaining 2.4% through other options. The average size of the work teams is three employees, although in some universities the number of employees rises to 15. Most of the teams in these services are made up of women (69.9% of the total number of workers), and 7% of them include workers with disabilities (Fundación Universia, 2019).

With regard to the training of professionals and, specifically, whether they consider that they have qualified staff to respond to the needs of university students in terms of sport, 28.2% of the support services for students with disabilities consider that they do, while this percentage decreases to 20.6% in the response from physical activity and sport services (Reina Vaillo et al., 2018). These figures are not encouraging, as the training of physical activity and sport professionals who care for students with disabilities appears as one of the determining factors for adequate inclusion in the educational community (Wilhelmsen, & Sørensen, 2017).

The work teams of the services responsible for the care of people with disabilities also have the support of external workers (psychologists, pedagogues and psychopedagogues, physiotherapists, sign language interpreters) and the collaboration of other units of the university, such as the psychological care unit and the psychiatric care unit, and institutions that work with disabilities. They are also supported by student volunteers (Fundación Universia, 2019).

In addition, the Support Services for Students with Disabilities in Spanish Universities (SAPDU), composed of a working group that brings together technicians from the care services for people with disabilities in 61 Spanish universities, works with the intention of developing the following objectives:

- To promote the collaboration of the different university services for the care of students with disabilities.
- To propose actions of a transversal nature in the field of disability that can be taken on by the different universities.
- To propose, to the Educational Administrations, the adoption of measures for the effective fulfilment of the regulations on disability.
- To propose guidelines for the effective and active inclusion of people with disabilities in university life as a whole.
- Promote, disseminate and exchange good practices.
- To promote the recognition of the attention to disability in the different evaluation systems of the universities and their different activities.
- Encourage the collaboration of the social fabric in the field of disability in the Network of Support Services for People with Disabilities at the University.

8

CONCLUSIONS SPAIN

As detailed throughout this report, Spain has legislation regulating the rights of persons with disabilities in both education and sport, although the results of previous research suggest that this implementation is either not really effective or that there are insufficient resources and training for it.

In general terms, although in Spain there are opportunities for people with disabilities to practice sport from beginners to top-level competition, these are still scarce and complex for several groups (severe disabilities, situations of dependence, neurodevelopmental disorders, etc.) or in certain contexts (rural environments, educational inclusion, physical activity in the health sector, etc.) (Mendoza Laiz et al., 2018). In the case of competitive university sport, student athletes with disabilities demand specific support and resources for their participation (Reina Vaillo et al., 2018).

Although student-athletes find it difficult to reconcile their studies and sport (Sánchez-Pato et al., 2017a), the university is an ideal context for competitive sport and where academic activity and sports training can be reconciled, provided that there is adequate support, highlighting the role that sport can play during university education to promote a series of values (effort, teamwork, concentration, etc.) that will have a positive impact on the development of employability skills (Roldán Romero, & Reina Vaillo, 2018).

For this to be possible, the training of professionals must be increased in order to improve their knowledge of the subject, and for them to be aware of the adaptations and potential needs of large groups of people with disabilities (guidelines for action, recommendations, etc.). Similarly, sport federations for people with disabilities focus their activities on the development of competition, while the training of coaches and the promotion of sport is the pending subject, the reasons being organisational and, above all, economic (Moya Cuevas, 2014).

Therefore, the implementation of a dual career programme based on a multidisciplinary team, with specific training in academic-sports-disability issues, under the umbrella of harmonised legislation and coordination of the different agents involved, would mean progress in the real and effective elimination of barriers for student-athletes with disabilities. Not only with regard to those referring to the sport-educational context, but also throughout their lives in a prolonged, continuous, LIMITLESS way.

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