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BEST PRACTICES REPORT



PHYS*i***CAL**



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1. Introduction

The *PhysicAL* project Best Practices Report, is aimed at presenting a sustainable operating model for the training and formation of work teams that improve the skills of a broad spectrum of professionals and other groups, who are in direct contact with persons with disabilities (PWD) in the field of adapted physical-sports activity, especially aimed at caring for persons with great support needs.

As a result of previous activities, best practices were identified and compiled into this report intended to provide additional guidance to disability centers and their workers, persons with disabilities and families. The project partners detected the best practices developed in their countries and included the best practices carried out by their own organization as part of their service delivery strategy.

This report will, on the one hand, increase the quality of support provided by different organizations to persons with disabilities (including partners and associate partners) and, on the other hand, promote the association's building capacity to work transnationally.

2. Best Practices for the Training of Personnel in Physical-sports Activity

The *PhysicAL* project Best Practices Report aims to guide the centers and people who support PWD in the training of educators and staff for the practice of inclusive physical activity and promote physical-sports activity for persons with disabilities within their own services.

2.1. Guidelines for forming the group of students in adult education who will receive the training and phases of the process of creating the training plan

Previous consideration: it is recommended to have the alliances established in the organizations themselves with other similar entities based on the work in previous and similar common projects to guarantee success.

Phases:

- A. Plan the orientation of the training: contact centers for persons with disabilities, educational centers, people and institutions that are working with persons with disabilities and can establish the real training needs. Make a forecast of the training and work group in number of people and professional profile that can be complemented.
- B. Design the training plan with the compilation of training demands from all the agents involved.
- C. Develop training: establish a guided and collaborative methodology with high-quality human and technical resources. Create an online repository for open and permanent consultation that will be updated in the future of all the documents that have served as the basis for the preparation of the training plan and materials prepared by the students themselves.
- D. Create a website in which can evidence the results of the project.
- E. Combine knowledge and theoretical foundations with a practical part.
- F. Stimulate the small collaborative work groups that will vary in their composition in view of the different proposals to be developed.

- G. Make persons with disabilities protagonists and participants who will be part of all phases of the project.
- H. Qualitatively evaluate the training contents.
- I. Group reflections aimed at creating working groups that allow the sustainability and effectiveness of the project in the future.

2.2. Experiences in our organizations

It is about learning from new experiences and opportunities with a transformation in the mentality in the internationalization of knowledge and learning.

- A. The project must be part of our entity's internal training plan. The project coordinator must transmit what the project consists of and its orientation. The project belongs to the organization and all the people that make it up.
- B. The involvement of the different work teams will be essential; coordination, technicians, persons with disabilities, administration, communication.
- C. Be aware that we are not used to working with other countries, other collaborators and a different language than the one of origin, and this will mean an added effort to the usual task.
- D. It is essential that the organization expand its network of alliances to share Best Practices.
- E. The entity will become a benchmark in our environment; city, public and private institutions, other centers. For this we must communicate the project excellently because it is the way that it can be replicated in other places.

- F. Dissemination will generate new opportunities in the form of other projects and may also develop and expand the projects started so that the effects are lasting.
- G. Always keep the focus of attention in mind. In our case, the provision of services in physical activity and sport to people with great support needs with adequate training of the people involved in the processes.

3. Best Practices to Involve Persons with Disabilities and their Families in Sports Practice

Care for persons with disabilities and their families may contain the following phases:

- A. Protocol for receiving and listening to sports demand.
- B. Offer of a letter services in physical activity and sport for persons with disabilities and inclusive programs.
- C. Guidance towards the most appropriate program based on the demands; physical activity, adapted sport or competition. Referral to other entities if applicable.
- D. Provide the necessary support resources; human and technical. Incorporate the figure of the personal sports assistant if necessary.
- E. To establish a plan single of attention P.I.A.
- F. Evaluate participation.
- G. Make participation visible to the community with inclusive proposals for awareness and recognition.

4. Best Practices for the Implementation of Sports Practice in Centers

Sports practice in the centers.

- A. Positioning as a reference. Public recognition of the organization; before the administration, institutions for people with and without disabilities, educational centers, the media and the community in general.
- B. Offer of a letter services in physical activity and sport for persons with disabilities and inclusive programs.
- C. Provide the necessary support resources; human and technical. Incorporate the figure of the personal sports assistant if necessary with specific training.
- D. Make participation visible to the community with inclusive proposals for awareness and social recognition of the rights of persons with disabilities.
- E. Formation of work teams to continue with programs that are going to be designed collaboratively. Future programs.
- F. protocols of agreements of collaboration between Fundación Aviva and the partners, Spanish entities.
- G. Offer of products from support and research to develop new products.
- H. Exchange of information and joint actions in the main partners APPC and AVIVA FOUNDATION, and entities of the respective countries
- I. Relationship with other European projects
- J. Form a resource bank of sports support products.
- K. Organize recognizable and replicable awareness events in other places at local and European level.

- L. Transfer of the project on the occasion of own training in educational centers of secondary education, training degrees and university degrees.

5. Future Perspectives

We list the achievements and the seeds that will continue to give results in our regions, collaborating entities and interest groups in Europe.

- A. Interdisciplinary training plan based on the pillars of; ecological model of disability, knowledge of disabilities and model of physical activity for persons with disabilities and inclusion.
- B. Increase in sports practice in PCD and people with great support needs.
- C. Incorporation of new activities and sports to the portfolio of services.
- D. Guided and collaborative methodology in face-to-face training supported by a repository of live online consultation documents that has led to the creation of work groups that emerged from Physical and make the project sustainable and effective.
- E. Combining theoretical knowledge with demo sessions with the prominence of persons with disabilities has been a niche of findings for the exchange of knowledge, experiences and discovery of support products that facilitate access to sport.
- F. Incorporation of the figure of the personal sports assistant as a key facilitator in the PWD participation process.
- G. The collaborations are taking shape in the signing of collaboration agreements for the development of common and stable programs between the participating entities.

6. Conclusions

The analysis of the training needs carried out has shown that professionals who develop their professional practice in physical-sports activity with persons with disabilities advocate inclusion, although for them it constitutes a challenge. In general, the study of the results reflects that the technicians are not sufficiently prepared to implement inclusion in practice, although they show a positive attitude towards the inclusion process.

In short, it seems to show that professionals perceive that they are incompetent to address the needs of persons with disabilities and that they express a clear need to improve their skills so that their practices are more inclusive. The evaluation of the training needs of the professionals involved in the teaching of physical-sports practice for persons with disabilities carried out in Spain and Portugal has provided the following information:

1. The training gaps of professionals in Spain and Portugal are very similar.
2. The profiles of the professionals of both partners are somewhat different. In Spain they are men who predominantly develop physical-sports education, while in Portugal it is women. In both countries, professionals have years of work experience and the age range is between 33-46 years. In Spain they carry out their professional activity mainly in ordinary education centers, while in Portugal in health/rehabilitation centers.
3. The professionals show lack of training on the current paradigm of disability and on the peculiarities of the functioning of persons with disabilities.
4. Professionals make training demands on adapted physical activity and inclusive sport.

5. Little training on the biopsychosocial model proposed by the World Health Organization (2001), on the Quality of Life and Supports/Rights Model and on key concepts such as self-determination and support systems.
6. Professionals express the need for training on support products to facilitate the participation of persons with disabilities in physical-sports activities.
7. Professionals express the need to receive practical training to adapt sports and sports activities.
8. Professionals demand support materials and resources.

