

Education and Sport as fundamental rights for participation



BIAS

BUILDING AN INCLUSIVE
ATTITUDE IN SPORT



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About definition ... Inclusion

it is a **process** - it seeks to **respond to diversity by learning to live with difference**, learning to learn from it, which **promotes learning**;

is concerned with **identifying and eliminating barriers** - a **change in policies and practices** (gathering, examining and evaluating information) is essential to stimulate creativity and problem-solving;

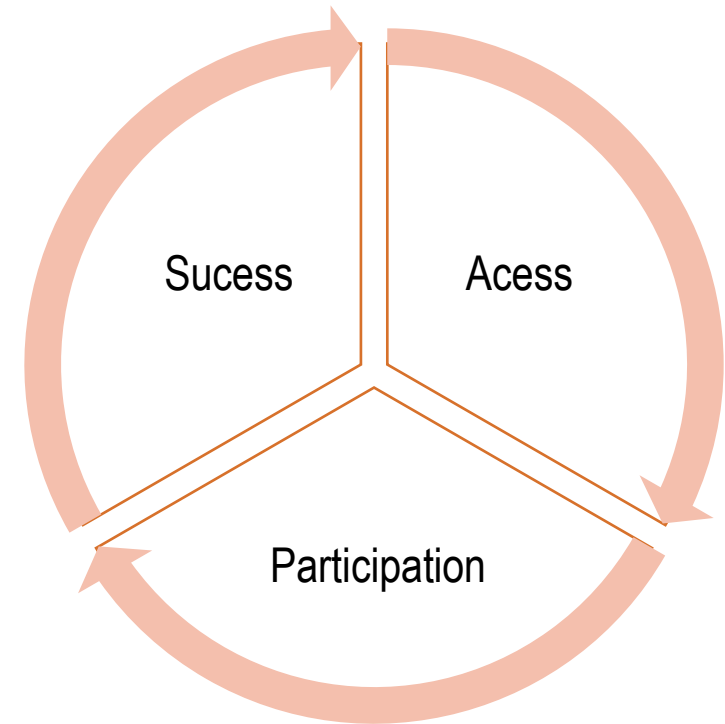
(UNESCO, 2005)

"is an **educational movement, but also a social and political one that defends the right of all individuals to participate**, in a conscious and responsible way, **in the society of which they are a part**, and to be accepted and respected in what makes them different from others"

(Freire, 2008, p.5)

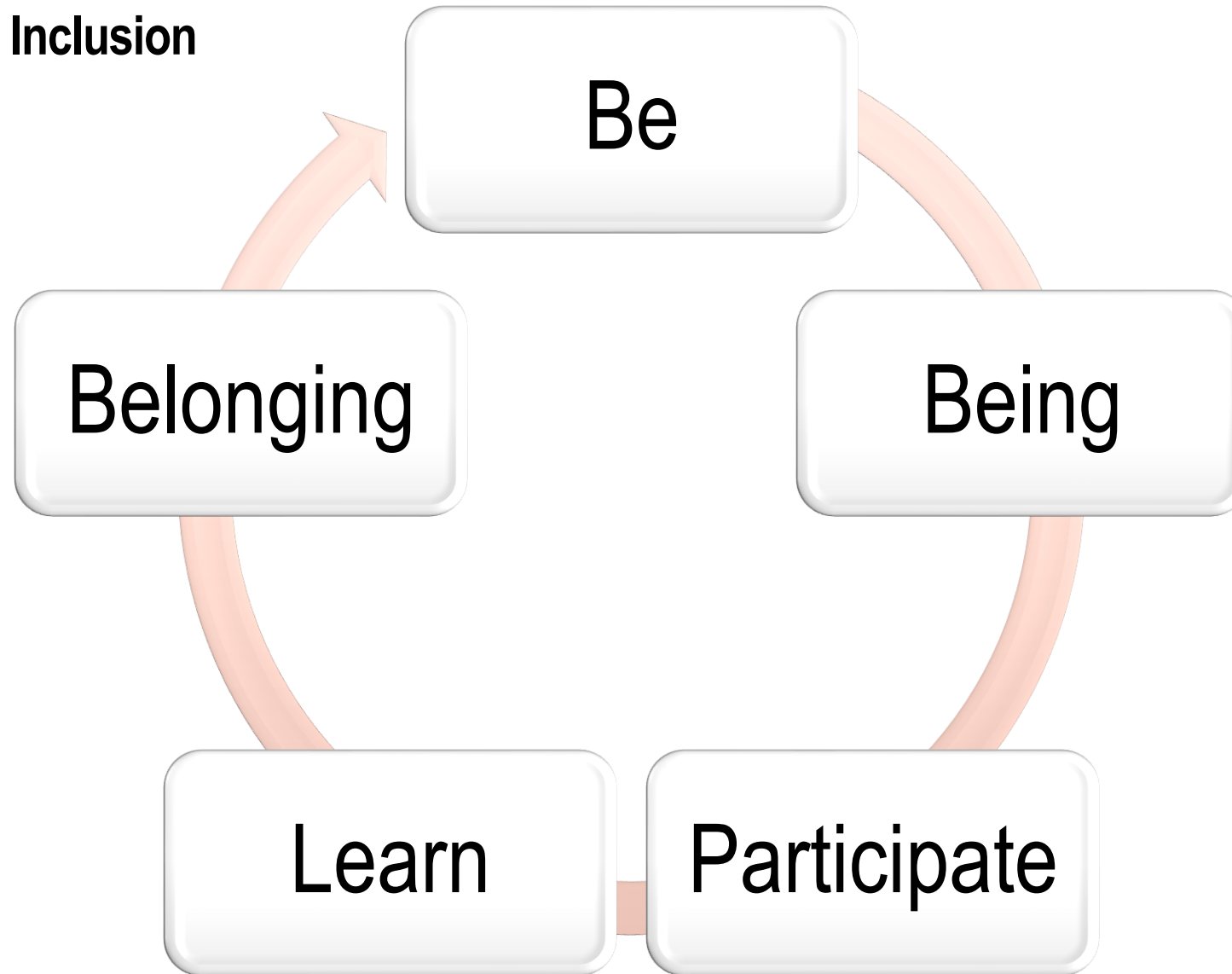
About definition ... Inclusion

In our understanding, **inclusion** is related to three important and interrelated components: **access**, the presence of all, **participation** that requires active involvement and the **success** of learning adapted to the different learning styles and rhythms, maximising each person's abilities.



(Porter, 1997; UNESCO, 2005, 2015, 2016, 2017;
Booth & Ainscow, 2002; Florian & Spratt, 2013;
Ainscow, 2020)

About definition ... Inclusion



Let's start by talking about education...

(...) a long way has already been travelled in terms of values and principles, but there is a **need to strengthen the pedagogical and didactic components of teaching** these students, so that inclusion is not reduced to a process of socialisation and leads to real learning.

(Leite, 2013)



The main justification for developing Inclusion is the realization of the **basic human right to education for all** children and young people, which will only be achieved through an ongoing **commitment to promoting access, participation and success** for all pupils.

(Alves, 2020, p. 292)



- a) A **fundamental human right for all students**. Education is an individual right of the pupil and not, in the case of children, the right of a parent or carer. Parental responsibilities in this regard are subordinate to the rights of the child;
- b) A principle that values the well-being of all students, respects their inherent dignity and autonomy, and recognises individual requirements and their **ability to be effectively included and make a contribution to society**;
- c) A **means of realizing other human rights**. It is the primary means by which people with disabilities can lift themselves out of poverty, obtain the means to participate fully in their communities and be defended from exploitation. It is also the main **means of achieving inclusive societies**;
- d) The result of a process of continuous and proactive commitment to **eliminate barriers that impede the right to education, together with changes in the culture, policy and practice of mainstream schools** to effectively accommodate and include all students.

We understand **Sport** as...

All forms of physical activity which, through casual or organised participation, aim **to maintain or improve physical fitness and mental well-being, forming social relationships or obtaining results in competition** at all levels.

(Carta Europeia do Desporto, 2021)

Sport is...



a powerful vehicle for social inclusion, gender equality and youth empowerment (...) the **values acquired in and through sport** - such as sportsmanship and team spirit - are invaluable for society as a whole.

(...) it is vital to protect sport as a place of education and respect (...).

(Bokova, 2016, s/p)

It is necessary to "**strengthen the organisational structure and train employees, improve resource management and strategic communication, and promote social impact and a paradigm** shift in the perception of sport".

(Borrego et al., 2023, p. 30)

There is an urgent need to emphasise "**sport as a fundamental right and a means of education and social inclusion**"

(Borrego et al., 2023, p. 30)

Sport (like Education)...

"it **doesn't change society**, but it is part of it, it is a phenomenon of society that **is molded by the changes and crises that occur in it**, and it is deeply marked in the life of man, conveying an extreme importance that **takes on special prominence in the life of today's society**"

(França, 2020, p. XX)

P I X A R



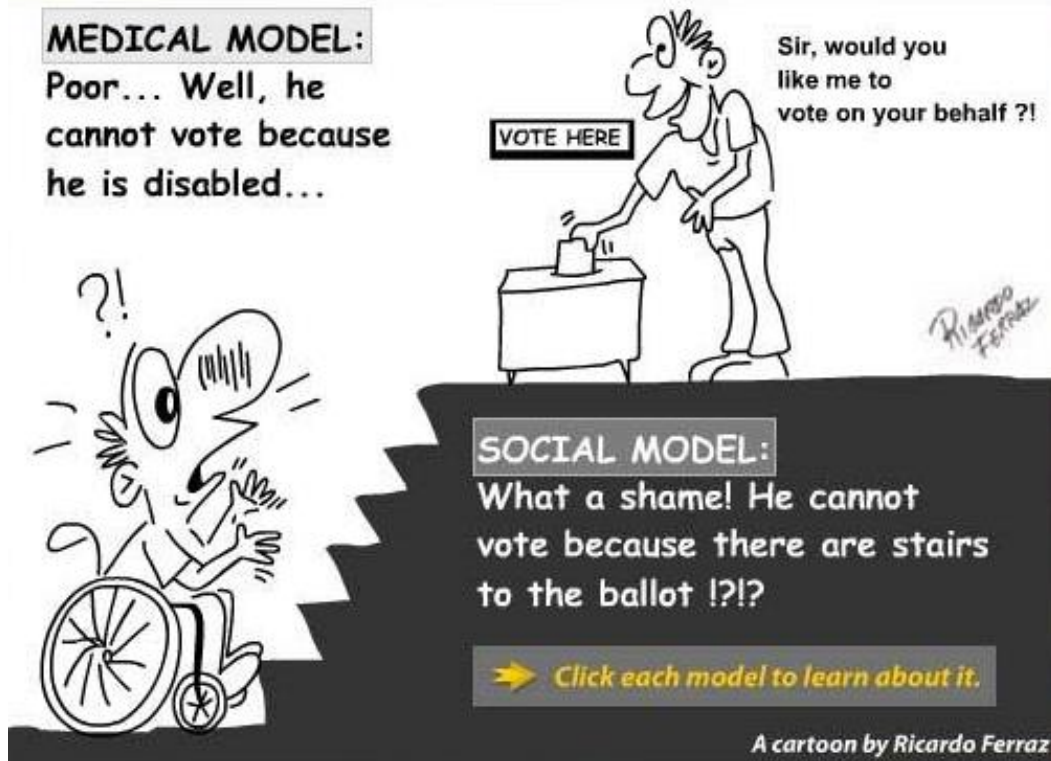
**"As central as it is, the issue of educational justice doesn't solve everything.
When prejudices towards certain groups have too deep roots"**

(Piketty, 2022, p. 244)

**It is essential that we change the way we continue to look at people.
Their condition does not define them!**

We have to change the way we talk, think and act, as people and as a society!

(Annamma et al., 2013)



We need to **reduce the discourse based on the medical model of disability**, i.e. a discourse that focuses on disability as a disorder, an incapacity and, in some cases, as a disease.

Inclusion cannot exist to put an end to differences, but rather to ensure that these differences (individual, behavioural, cultural) find ways to unite in what they have in common and to learn from and respect each other in what they are different from.

Apologising for inclusion without ensuring a difference in treatment and respect for diversity is a caricature of inclusion.

(Rodrigues, 2019, p. 11)



Use Sport to create opportunities

But what started out as a way to motivate some athletes to lower the 2-hour mark for the marathon became an action to **get people to challenge themselves to achieve their goals.**

All of the above will be more effective if it is rooted in a sense of belonging and teamwork



In Education it's important to **think about materials that enable everyone to participate effectively**, just as in sport it's important to **think about how to involve everyone**.





Muito Obrigado!

Thank you very much!

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