



GUIDELINES FOR



Document created with the contribution of



The Italian University Sports Federation

FederCUSI

The Italian University Sports Federation (FederCUSI), formerly Italian University Sports Centre (CUSI) is a National Sports Federation recognised by the Italian National Olympic Committee (CONI). To it the State has entrusted the task of taking care of the practice, dissemination and enhancement of physical education and sports activities for Italian university students.

The Federation is organised in the territory through the University Sports Centres (CUS). There are currently 48 centres across the country. They are mainly involved in the promotion of university sport through courses, activities, championships and through the management of university-owned sports facilities.

The Italian University Sports Centre (CUSI) is a sports institution that was established in 1946. It took over the legacy and baton from the dissolved GUF (the Fascist University Groups), with the precise goal of promoting sports activities among university students and within universities. The first National University Championships (CNU) were held in Bologna in 1947. In the same year, the CUSI set up the first representative team to take part in the first post-war World University Games held in Paris.

In 1948, the International University Sports Federation (FISU) was founded on the initiative of CUSI executives. The organisations of Italy, Germany, Luxembourg and Switzerland were founding members. CUSI is the National Federation of University Sport that has organised the largest number of Universiade editions, both in winter and summer seasons. The first one was held in Turin in 1959, which allowed CUSI to receive the 'Pierre De Coubertin' Cup from the IOC.

CUSI's main interlocutor is the Conference of Italian University Rectors (CRUI). Its dialogue and the sharing of ideas and projects for the development of university sport has always been encouraged by CONI and the Italian Ministry of Universities.

With a historic CONI National Council resolution of 19th July 2022, the CUSI became FederCUSI. In this way its transition from Sports Promotion Body to National Sports Federation for sporting and legal purposes was sanctioned.

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Introduction

In recent years there has been increasing attention, both from academic research and policy debates, on the role of sport in promoting social inclusion. This is an issue that has become even more of a priority, especially considering recent historical events that have notably highlighted the need to spread an inclusive culture within society.

Sport certainly represents a neutral and fertile ground within which to promote positive values and offer people opportunities to connect regardless of individual differences. However, this is only possible under certain conditions, considering the fact that, as we will analyse in more detail below, sporting activity is not inclusive in itself.

Talking about inclusion certainly means **dealing with diversity**, a term that reflects numerous issues, needs and requirements. Yet it can and absolutely must represent a value around which to develop an inclusive sporting activity proposal.

It is then necessary to dwell on the reasons that may lead to the potential exclusion of certain individuals. These can undoubtedly be various: class, gender, age, ethnicity, education, disability, cultural and religious differences, involvement in crime, location, etc. Each of them encompasses specificities that must be considered to **achieve effective inclusion**.

FederCUSI has started to question, especially in recent years, some of these reasons, through dedicated programmes and projects, to build and disseminate **its own model of inclusive sporting culture**.

The Guidelines for Inclusive Sporting Events therefore represent a contribution of the Italian University Sports Federation to the practice and dissemination of inclusive sport. It represents a way through which FederCUSI assumes its social responsibility to contribute to sustainable development.

It is a tool conceived mainly with the aim of providing operational support, first of all to all the Federation's internal stakeholders. Particular reference is made to the human resources and University Sports Centres operating throughout the national territory, to the organisation of inclusive sporting events through 'simple' indications resulting from years of knowledge and skills gained in the field, especially thanks to the numerous projects implemented.

With the Guidelines, the Federation also pursues the broader aim of **disseminating an inclusive culture within the sports sector, university and beyond**. It makes its know-how and experience available to all those who have or will have the will to organise inclusive sporting events and/or who may find in this document ideas or good practices that they can apply in their own context.

This document is not a “universal” tool in terms of sports inclusion.

This is because, being largely based on the path and direct experiences of FederCUSI, it certainly represents a partial overview in terms of the treatment of diversity. The organisation's intention is therefore to expand the document in line with the Federation's awareness and journey in terms of inclusion.

The document is divided into **two sections**:

1. The **FIRST SECTION**, describes the reference context and the path of FederCUSI with reference to sports inclusion;
2. The **SECOND SECTION**, outlines concrete actions to be implemented in an inclusive sporting event. It is followed by good practices from the FederCUSI world with ideas from which to draw directly in one's own contexts of reference.

The Guidelines refer to specific aspects related to inclusion and provide food for thought, tools and good practices that are useful for developing inclusive proposals through sport.

These aspects recall one of the 3 pillars of sustainability, that is, the social one. It is therefore suggested that the economic and environmental aspects of sustainability should also be considered when constructing an inclusive sporting event. It can be carried out either by using referential standards, frameworks or other tools, or by taking these aspects into account when planning activities¹.

¹ On 8 June 2023, the Department for Sport of the Presidency of the Council of Ministers published the Guidelines for Sustainable Sporting Events. It aims to support sporting event organisers in adopting measures, practices and actions that have less impact on nature and the environment.

Methodological note

The Guidelines for Inclusive Sporting Events are the result of a participatory process, which is the result of the experiences gained over the years by the FederCUSI on inclusive sporting projects. In particular, the documents collected within the **Inclusive Sporting Documentation Centre** proved to be a valuable compass in the document elaboration process.

Specifically, the archive contains **more than 70 documents** including publications, reports, project accounts, articles and research carried out by FederCUSI and the individual University Sports Centres within the framework of the individual projects. As a consequence, all the national projects implemented are the result of an in-depth study by the Documentation Centre and the contribution of scientific advisors who are experts in the topics dealt with in the various projects.

In particular, the **InclUniGames** project is carried out with the contribution of the publicly-owned company Sport e Salute. The project acted as a fundamental step in the making of the Guidelines.

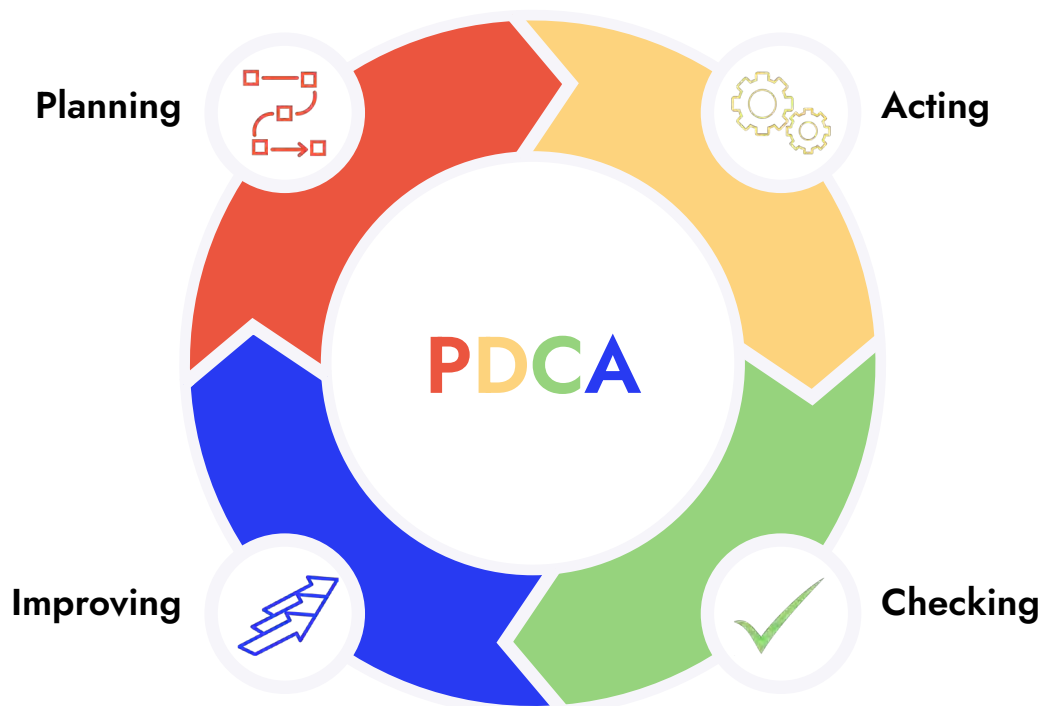
InclUniGames – IUG Verso la prima edizione dei Giochi Universitari Sportivi Inclusivi ("towards the first edition of the Inclusive Sports University Games") is a project of social responsibility aimed at the promotion, orientation and practice of inclusive sport. There is a particular reference and interest in improving the psycho-physical and attitudinal conditions of people with fragility. The priority is to make sport accessible to all and to deal with the reasons that today keep people living in socio-economically disadvantaged conditions away from sport. Among the various activities carried out by the project, a special mention should be made of the moments of reflection and comparison. They were organised during the concluding meetings that brought together delegations from all the projects carried out by the University Sports Centres. These moments were shared with the territorial representatives of the twenty projects activated to collect considerations, insights, and useful elements for the construction of this document.



The Guidelines have a structure inspired by the **PDCA cycle (Plan, Do, Check, Act)** or **Deming Cycle**, a quality management method used as a reference by the main quality measurement standards, including ISO9001. The method allows a continuous improvement strategy to be implemented, thus facilitating the resolution of problems in a structured and systematic manner.

This procedure consists of four basic steps:

- **PLAN:** Planning;
- **DO:** Experimental implementation of what was planned;
- **CHECK:** Checking the results and verifying compatibility with what was planned;
- **ACT:** Implementation of the solutions that have passed the checks.



Lastly, there are the 17 Sustainable Development Goals of the **UN 2030 Agenda** framing the whole process. The 17 Goals have increasingly become the compass of reference in the policies and strategies of sports organisations. They refer to a set of important development issues that refer to the **three dimensions of sustainable development** — economic, social, and environmental — in a balanced manner. Furthermore, they aim **end poverty, fight inequality, tackle climate change and build peaceful societies that respect human rights.**

In particular, the Guidelines aim to make a direct contribution to 5 SDGs:

Goal 3:

3 GOOD HEALTH AND WELL-BEING



It aims to ensure health and promote well-being for all and at all ages. It focuses on several areas of intervention: reducing maternal and child mortality, eradicating epidemics, combating communicable and chronic diseases, and promoting well-being and mental health.

Goal 5:

5 GENDER EQUALITY



It aims to end all forms of discrimination, violence, and exploitation of women and girls, and to ensure equal opportunities in leadership and decision-making.

Goal 10:

10 REDUCED INEQUALITIES



It focuses on reducing inequalities within and between countries by promoting the social, economic, and political inclusion of all, regardless of age, gender, disability, race, ethnicity, origin, religion or economic status.

Goal 16:

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



It promotes peaceful and inclusive societies for sustainable development, provides access to justice for all and builds effective, accountable and inclusive institutions at all levels.

Goal 17:

17 PARTNERSHIPS FOR THE GOALS



It focuses on strengthening the means of implementation of the 2030 Agenda and promoting the global partnership for sustainable development. It is a shared goal compared to the other Goals, which instead propose specific means of implementation.

SUSTAINABLE DEVELOPMENT GOALS



SUSTAINABLE DEVELOPMENT GOALS

- ➡ The role of sport in social inclusion
- ➡ FederCUSI's contribution to social inclusion through sport

CONTEXT OF REFERENCE

The role of sport in social inclusion

Sport has always played an important or even central role from the point of view of social inclusion. This significance has also been firmly and decisively expressed and formalised in recent decades by European and national institutions.

In the *White Paper on Sport*² sport is defined as ***“an area of human activity that greatly interests citizens of the European Union and has enormous potential for bringing them together, reaching out to all, regardless of age or social origin.”***

²The *White Paper on Sport*, published on 11 July 2007, is the European Commission's main contribution on sport and the role of sport for all European citizens. The document focuses on the social role of sport, its economic dimension and its organisation in Europe, as well as concrete proposals for further EU action that have been compiled in an action plan named after Pierre de Coubertin.

Through the *White Paper*, sport is thus affirmed, among other things, as a **powerful vehicle for social inclusion.**

“Sport makes an important contribution to economic and social cohesion and more integrated societies. All residents should have access to sport. The specific needs and situation of under-represented groups therefore need to be addressed, and the special role that sport can play for young people, people with disabilities and people from less privileged backgrounds must be considered. Sport can also facilitate the integration into

society of migrants and persons of foreign origin as well as support inter-cultural dialogue.”

Chapter 2, Section 2.5 – Using the potential of sport for social inclusion, integration and equal opportunities – White Paper on Sport

With the publication of the Lisbon Treaty, which was approved by the Intergovernmental Conference on 18-19 October 2007 and entered into force on 1 December 2009, sport definitively became part of European Union policies.

This is not only because of its important role in terms of well-being and health, but also because of its high **social and educational value.**

The Union *“shall contribute to the promotion of European sporting issues, while taking account of the specific nature of sport, its structures based on voluntary activity and its social and educational function”.*

[Art. 165(1) - Lisbon Treaty]

This role is also stated in the declarations of the 2030 Agenda for Sustainable Development, which states in paragraph 37:

“Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives”

Lastly, the **final paragraph of Article 33 of the Italian Constitution**. It inserted sport into the Constitution on 20 September 2023,

with the second and final deliberation by the Chamber of Deputies and the approval of Constitutional Bill No. 715-B. The paragraph reads as follows:

“The Republic recognises the educational, social value and promotion of psychophysical well-being of sporting activity in all its forms”.

FederCUSI's contribution to social inclusion through sport

Inclusion: path and goal

When embarking on a journey, it is good to have the objective clear in mind, to define the stages and to gather the indications and variables that will help one move forward.

This does not entirely eliminate insecurities, nor does it exclude fears and uncertainties. However, it does light the way, supporting the pace and rhythm of those who advance. Along the path of social inclusion through sport, which began back in 2018, the Italian University Sports Centre has changed its face. From being a special-regime sports promotion body recognised by CONI, it has become the Italian University Sports Federation (FederCUSI).

It changed its Statute, adapting it to the Fundamental Principles of the CONI's National Sports Federations. However, it has retained, among others, specific indications outlining its aims:

“the promotion of dedicated initiatives in favour of members with disabilities in order to promote not only the practice of sport, but also social and relational inclusion” and, even more, “the promotion of social inclusion in territorial communities, in order to develop a community and identity spirit and counter forms of bullying, marginalisation, discrimination”.

In this journey of change, it has held firmly to its intention to **walk together** with others and its commitment to do so in the service of its stakeholders. Universities are committed to the Third Mission activities. They, first and foremost, spread culture and knowledge outside the academic context, making a positive impact on communities. FederCUSI is supporting the universities in this action, playing in the field that best suits it, that being of sport.

It is also at the side of the company *Sport e Salute*, participating in funding for sporting organizations with its projects aimed at promoting the health and well-being of the country through sport, physical activity and the adoption of correct lifestyles for all citizens within a context of strengthening social cohesion.

It constantly supports the CUSs, which are nerve centres for the development of sporting activities in the territories. They are both skilled managers of university sporting facilities and directors of the construction of inclusive local contexts.

Along the path of inclusive design that began in 2018, the body has grown, gained experience and

gained awareness.

In the development of activities, both the importance of sport in the education of young students the impact it has in the constitution of the cardinal principles of their contexts has been recognised.

At the same time, the fundamental role of training for coaches and sports operators in the CUS network has been identified.

It started with the first national projects, **SPIN – Sport per l’Inclusione (Sport for Inclusion), Siamo Sport (We are Sport)** and **Spinability**. With them the CUSI has focused on a structured manner, for the first time on the entire national territory, to enhance the motor and sporting offer for people with disabilities. To do this, it has combined the practice carried out in the field with the training of instructors. The latter are specialised in welcoming new recipients, recognising their specific sporting and social needs, and creating sporting proposals capable of responding to them.

It is difficult to think of a contextual change and approach to diversity without transferring theoretical bases and practical skills to the sports operators in the CUS network. It is a careful process of reflection on the fundamental characteristics necessary for the sports operators who interfaces with diversity. The process has led to the organisation of courses based on a bio-psycho-social, multi-sports approach, and strongly characterised by the relational component (person, family, territory) inherent in sports work with the individual and with groups.

The result of the courses implemented at national level from 2018 to 2023 are more than 100 sports operators. They have worked and keep working in inclusive sporting proposals and in the activities of the daily agenda of CUSs.

The first national projects certainly led to an excellent response in terms of numerical participation and impact on the personal and social spheres of the participants. However, it seemed somewhat reductive to aim at building inclusive contexts by focusing exclusively on people with disabilities.

It is necessary to broaden the focus of the proposal.

It is needed to understand, first of all, those who, for reasons attributable to mistrust of the unfamiliar, lacked previous experience with “diversity”. These are recipients of the inclusive vision proposed by the sporting activity.

In fact, the operation of recognising personal prejudices, social, and cultural stereotypes about “different”, hidden barriers, even before the more obvious environmental barriers, was fundamental. It is difficult to think of building inclusive social contexts without acting in terms of information on the structures or the individuals that experience those social contexts and nurture those stereotypes and prejudices.

Secondly, it was necessary to adapt motor and sporting proposals to the life contexts of the recipients and as far as possible to their physical and cognitive functioning and to their needs for relationships and sociality.

The **“SPONCI!”** project concretised the concept of methodological and practical adaptation of proposals in the realisation of ‘unconventional’ sport. By acting as an alternative to the more widespread conventional sport, it made it possible to reach those who for different reasons did not have access to it.

What is more, it brought people differing in gender, age, physical and intellectual functioning, social background, and geographical origin to do activities together, in public places, social sharing spaces, parks and city squares.

CUSI’s commitment continued with the **“Smart Sport”** project. It copes with a context strongly characterised by the pandemic period, finding sport solutions to the severe limitations not only of activities but also and above all of relationships.

CUSI has been strengthened its the expertise in the field of adaptation and the experiential baggage gained from previous projects. Therefore, it was deemed necessary to bring people (with disabilities, their family members and in general members of their social network) back to doing activities. They aim to do activities in open spaces but, above all, practise the activity together. The University Sports Centres involved in the

project acted as social aggregators. They made their staff available to the territories. The staff was duly trained by CUSI to be able to recognise specific local needs and, together with increasingly structured stakeholder networks, respond with precise sporting programming.

In the recent past, with the **“Sel - Sport e Identità” (Sport and Identity)** project, the collaboration between the CUS and the school world was strengthened. Working with primary and secondary school institutes, the importance of physical and sporting activity was highlighted. It was correlated with information activities on correct lifestyles and healthy eating, on the identity building of young students. Under the aegis of the Ministry of Education and Merit of the Italian Republic there was a fruitful occasion. On the one hand, it strengthened the relationships built with the Schools by the University Centres and, on the other, it was useful to recognise the need to generate new collaborations.

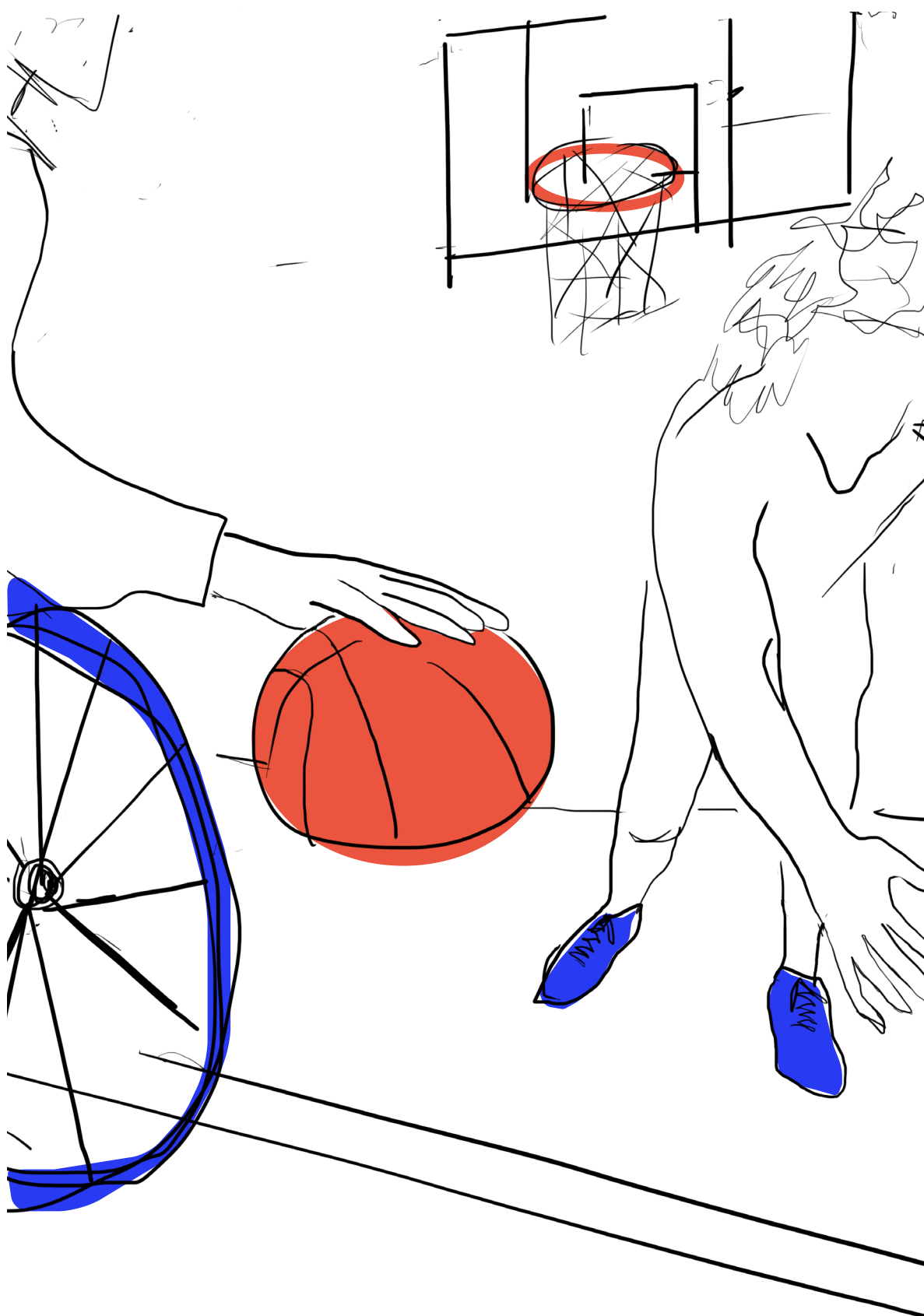
This led to **“IUG - InclUniGames”** project, the latest one in chronological order, within which, among other things, the Guidelines illustrated here take shape and become concrete.

With IUG the main goal was once again to broaden participation by implementing the inclusive sports offer in the territories in favour of recipients belonging to socio-economically fragile groups. Special attention is paid to people with disabilities and the project guaranteed free physical and sports activities to over 3,600 total recipients through the territorial proposals of the 20 CUSs that joined the project.

The IUG also succeeded in the important goal of organising inclusive final sporting events. During such events, delegations from the University Centres made up of members of all genders, of all ages, with and without disabilities, were able to compete in conventional and adapted disciplines.

Sport for all, therefore, to emphasise the centrality that it plays in the life of every individual. It highlights, above all, how the approach that the CUSI has adopted has changed over time. It is the result of a process of self-assessment, observation and search for continuous understanding of the context, elaborating new proposals based on internalised awareness.

This path, the inclusive one, can achieve inclusion as an objective only if consciously and concretely acted upon by all and truly capable of responding to the social and sporting needs of all.





The structure of the Guidelines



General aspects, actions and good practices

1. Building an inclusive identity
2. Knowing and recognising diversity
3. Involving the context and networking
4. Adapting, realising and measuring
5. Communicating
6. Assessing and reporting
7. Implementing strategies for continuous improvement

GUIDELINES FOR INCLUSIVE SPORTING EVENTS

These Guidelines represent a guiding tool for individuals, organisations and all actors involved in the design and development of inclusive sporting events. They provide guidance and suggest good practices to be applied to promote social inclusion through sport by stimulating concrete behaviours and effective actions. To make the process even clearer and facilitate its contextualisation, it is worth setting out a few points before going into the operational section of the document.

• What is an inclusive sports event

According to its etymology, the term 'event' derives from the Latin *eventus*. -us — a derivative of *evenire* — meaning "to happen, to succeed". It refers to an occurrence or an event that has happened or may happen. From a legal point of view, a sporting event is defined as "when one or more persons engage in a sporting activity, and when this can be identified and differentiated from others". Thus, the three elements that make it possible to define a sports event — legally speaking — are: identification, differentiation and organisation.

Without going into the details of these three aspects, we can nevertheless state that a sports event is therefore not the mere sporting competition, but rather a set of actions that take place before, during and after the competition itself, both inside and outside the structure that hosts it.

The inclusive sporting event maintains the aforementioned characteristics typical of the sporting event. Furthermore, it has by definition **in its inclusive character the peculiarity that distinguishes it** and the purpose that gives it its *raison d'être*.

While the aim of this type of event will be to broaden the diversity of the participants as much as possible, its capacity to multiply the motivation behind it will also be of great importance, by bringing an inclusive way of experiencing it outside the event itself, within the community.

An inclusive sporting event is one that ensures accessibility and expression of the characteristics of participants with different abilities, ages, genders, ethnicities, and socio-cultural backgrounds, considering diversity as a core value.

The main goal of these events is to promote participation and equality, ensuring that all participants can take part in the sporting activity without discrimination or barriers. This may include implementing adapted regulations, providing special equipment, making venues accessible, and promoting a respectful and welcoming environment for all.

- **The inclusive sports event is not “over and done”. Most of its effects begin from the moment it ends**

To argue this point, we must start from what we could define as the “ultimate goal” of an inclusive sporting event, namely that of **promoting an inclusive culture** in a given context.

Organising an inclusive sporting event therefore means attempting to positively affect the culture of the context — and therefore the people — in which it takes place. Such an action undoubtedly takes time, and it is difficult to imagine that the effects — albeit positive — of a single event can have a significant impact in the long term.

Hence the need to place the inclusive sporting event within a broader and more organic programme of interventions, aimed at involving a plurality of stakeholders and spreading the principles of social inclusion with strength and credibility.

Structuring a proposal which aims to last over time can also be a way to consolidate relations with the community of reference, with potential partners willing to espouse the values of inclusion and with the recipients of inclusive sporting activities.

- **There is no universal model of inclusion**

Inclusion is a concept that could be described as “uncoded”. This term encompasses a multitude of meanings in a single word and represents an indefinite number of situations. This is also because the causes that can lead to the exclusion of certain individuals can vary, and they greatly vary in relation to the changes occurring in the reference context and in society in general.

This is why for FederCUSI it is impossible to draw a “universal” line to define inclusive sporting activity.

Even these Guidelines are by no means to be considered universal. On the contrary, they are an **“open workplace” called upon to update and evolve**. It can be made also with the external contribution of individuals and organisations that want to develop an inclusive sporting proposal.

In short, there is no ‘universal model’ of social inclusion through sport and it is not possible to claim with certainty that certain inclusion practices implemented effectively in one context will work in the same way in another.

What we can strongly define is that, surely, an important indicator of the success of an inclusive sporting event will be firstly the occurrence, in terms of participation, of a greater degree of diversity.

Then room for experimentation of new proposals — or adapting old ones — must be given. This provided that they are the result of a process of reflection and knowledge capable of accommodating heterogeneous groups of individuals, encouraging comparison between them, and enhancing through sport the distinctive traits that make them unique.

• Inclusion= Simplification

Promoting and implementing inclusive sporting activities is not easy. In fact, it proves to be extremely complex as there is a need to respond to a multitude of often non-homogeneous needs.

Simplification may then be the way to respond to this high degree of complexity.

By the term “simplification” we mean, in this context, recognising and responding to the primary needs of those who have not found an answer in the traditional way of doing sport, of those who for this reason have felt excluded from sporting and social life.

It means at the same time welcoming and allowing the development of a sense of belonging, of recognition as members of a team, a community within which to establish stable friendship relationships over time.

The same simplification by a convenient mental mechanism stereotypes concepts that we do not know and which therefore frighten us. At the same time, when consciously used, it can become the tool capable of revealing the unknown, understanding it and responding to it appropriately.

The intention is not to promote a process of approximation or trivialisation of the proposal.

It is rather an action that is capable of eliminating the superfluous with the aim of focusing on the essential and achieving effective inclusion. It is achieved through a deep knowledge of methods, strategies, and contexts combined with a profound ability to establish empathic relationships.

• Inclusion is not exclusione

As mentioned in the introduction, sporting activities are not inclusive in themselves. Traditional sport is, legitimately, selective, performance-focused, pursuing results rather than participation.

It sacrifices the central aspect of play and fun in favour of winning. This is not to say that inclusive sporting proposals zero in on agonism or devalue the importance of improving execution and performance. They simply do not put themselves at the centre of the proposal. Sport can, and certainly must, be fertile ground for creating inclusion, provided that this is the clear goal of those who provide, plan, and lead the activity. These instructors combine the specific technical skills of a sporting activity with social and educational ones.

Hence, the typical logic of traditional sport in subdividing the participants of a sporting event based on performance — e.g. the accreditation times in athletics or technical-physical skills in football —, gender, psycho-physical abilities, etc., in the inclusive sporting event can be completely overturned because this logic has no reason to exist.

The inclusive sporting event can afford to **disregard categories**, whatever the discipline or mode of expression, in favour of participation and shared victory.



The structure of the Guidelines

As specified in the Methodological Note, the structure of the Guidelines for Inclusive Sporting Events is inspired by the PDCA Cycle (Plan, Do, Check, Act). This management and quality control technique represents an approach to be used to solve problems and continuously improve the event and in general the culture of the organisation and its context.

Specifically, the four phases of the Cycle can be translated as follows:

- **PLAN.** In this phase the inclusive identity of the sporting event is defined, the goals of the event are set, the system of performance indicators (KPIs) is constructed through the involvement of stakeholders. Based on the latter the economic, social and environmental impact of the activities carried out will be assessed, the resources needed to carry out the event will be identified, etc. In essence, this is the planning phase of the inclusive sporting event;
- **DO.** This is the implementation phase of the activities, based on the set goals and in harmony with the mission and values of the event and the organisation in general. In this phase, monitoring takes place in relation to the KPI system identified at the planning stage;
- **CHECK.** It is the phase in which the results of the inclusive sporting event are first evaluated and then reported on;
- **ACT.** This is the phase in which the foundations of the continuous improvement process are laid, depending on the main criticalities revealed after the evaluation.

The activity of **COMMUNICATION** frames the entire process. Communication is essential in order to enhance the inclusive sporting pathway and cannot be labelled as a specific phase of the Cycle.

The outline of the Guidelines



General aspects, actions and good practices

Based on the experience gained by CUSI within the *IUG - IncUniGames* project and the previous project proposals, we would like to highlight some general aspects. They will be accompanied by actions and good practices, useful for the planning, implementation and management of an inclusive sporting event.

The sharing of knowledge and good practices is one of the cornerstones of the “inclusive pathway” undertaken by CUSI. It was evident how this action not only favours mutual learning between the CUS territorial realities but also the individual growth of the sports operators and the collective growth of the community built.

As a result of the positive and successful experiences, the shared good practices allow the transfer of knowledge, enable **comparison, learning and the streamlining** of future proposals.

Sharing can lead to **innovation**, can inspire the creativity of new actors in designing and finding new solutions to problems that arise.

Sharing is building strong communities, within which everyone's support and contribution is crucial for collective success.

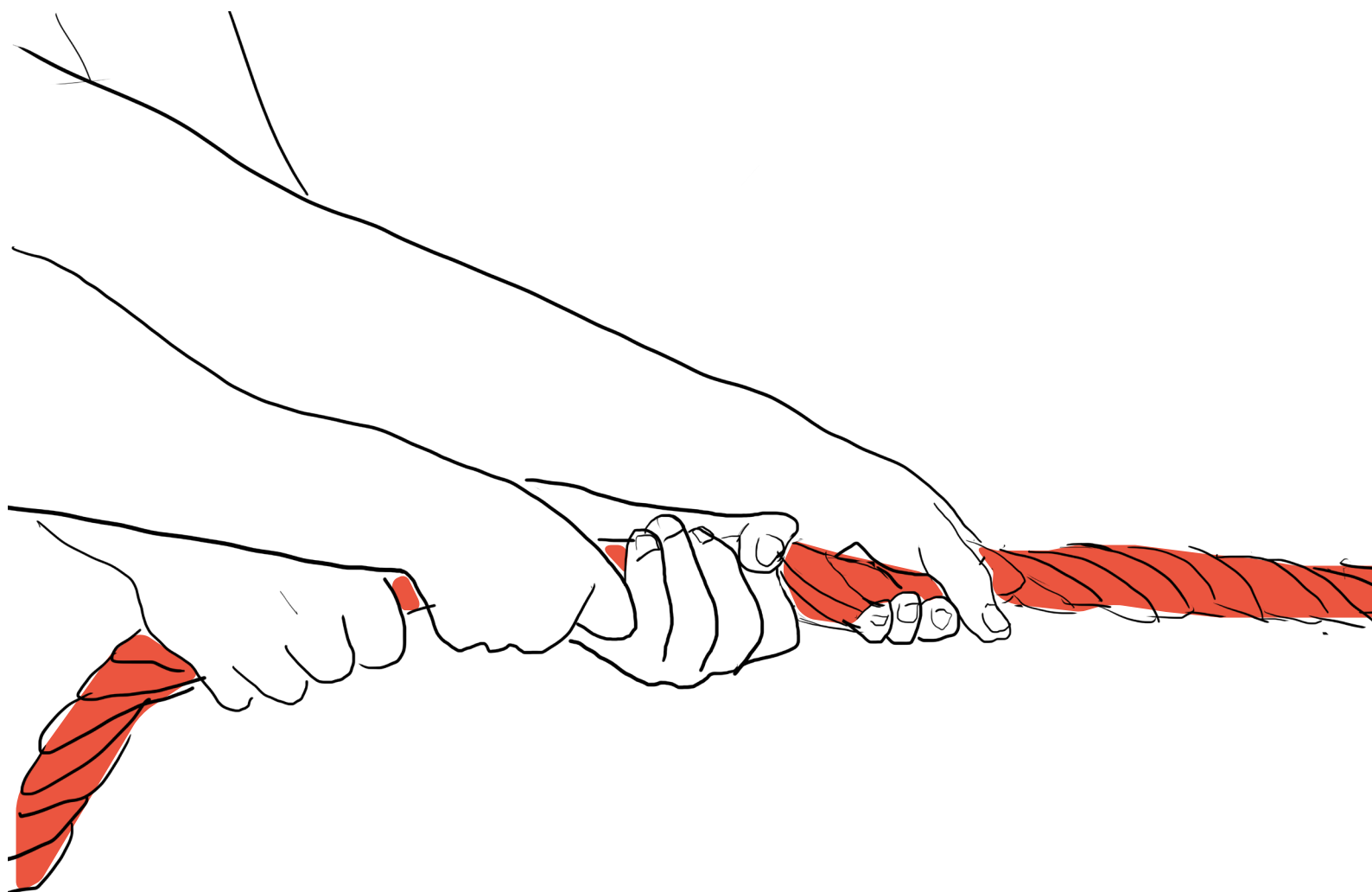
Lastly, sharing experiences and good practices is a clear investment in the future: every opportunity to open to others contributes to building a better, more efficient, welcoming, supportive community.

Based on these considerations, in 2020, CUSI established its **Inclusive Sport Documentation Centre**. It is a free online database that is constantly updated for everyone. In it there are, in textual and video digital format, descriptive documents of the territorial projects implemented since 2018, the final reports of national projects, and knowledge and information useful for the co-construction of that ‘inclusive pathway’ shared inside and outside the university sporting world.

The Inclusive Sport Documentation Centre has played an absolute leading role in the elaboration and drafting of these Guidelines. It represents the holder of **good practices from the FederCUSI world** – understood as experiences realised and documentation produced – which are reported as a corollary to the suggested actions.



<https://www.cusisportinclusivo.it>



Building an inclusive identity

1



Governance is the system through which an organisation makes and implements decisions to achieve its goals. It is therefore essential to think in terms of 'governance' and work on identity to achieve effective inclusion. That is through mission (the purpose of existence), vision (the dream to be realised), and values (the beliefs and criteria of choice). It is then necessary to integrate inclusion into the organisation's decision-making process and its implementation, even before focusing on the sporting event.

Even if it is true that the event itself has a very precise identity, it is even more true that this identity is inevitably a result of that of the organisation.

WHEN ORGANISING AN INCLUSIVE SPORTS EVENT, THE FOLLOWING ARE EXPEDIENT:

- Integrating or building the organisation's identity — mission, vision and values — based on inclusive principles, including a clear reference in the main documents — organisation's statute, code of ethics, etc.;
- Integrating inclusion into the organization's strategies and decision-making processes;
- Formalising the organization's inclusive identity and share it with key stakeholders.

Good practices from the FederCUSI world



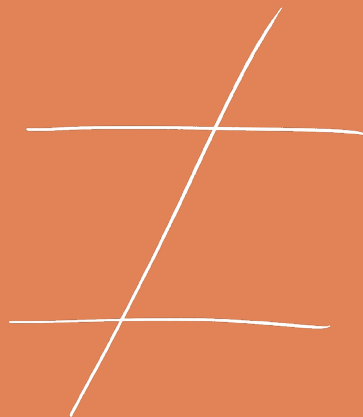
The FederCUSI Statutes include several references to the Federation's commitment to social inclusion:

<https://www.cusi.it/wp-content/uploads/ALLEGATIPDF/StatutoFederCUSI.pdf>



KNOWING AND RECOGNISING DIVERSITY

2



The possibility of averting fears and mistrust of what is external to us inevitably passes through the exploration and knowledge of what is 'different'. In the design and implementation of inclusive sports proposals, **knowledge of the unique characteristics** that each participant brings with them is fundamental. Their motor functioning and sporting skills, and their physical and social needs in relation to the developmental stage they are going through are also essential.

Once the individual's needs have been recognised, the sports operator's ability **to accommodate the participant** is fundamental. With it, the system within which he or she is embedded in is also important so that there will be **the best customisation of the sporting proposal** for him or her.

In order to do this, it is therefore **necessary to acquire, consolidate and update a range of knowledge and skills** useful for developing an inclusive sporting proposal capable of effectively responding to the needs of the target audience identified. As outlined earlier in this document, CUSI has invested in the training of the sports operators of the University Sports Centres. They can now count on a valuable set of skills and experience, as well as having established a community of exchange and continuous learning on inclusive sports issues.

In delivering the training content, CUSI was able to rely on the knowledge and skills of its internal resources and on the **valuable contribution of partners** (institutions, organisations, sector experts, etc.) to carry the specific know-how.

WHEN ORGANISING AN INCLUSIVE SPORTS EVENT, THE FOLLOWING ARE EXPEDIENT:

- Creating a multidisciplinary working group to develop and manage the inclusive sporting proposal and related activities;
- Identifying the target audience for inclusive sporting activities and understanding their needs and expectations;
- Planning activities based on identified target groups and defining the resources required for their implementation;
- Exploring interests, sharing modalities and defining goals together with activity recipients;
- Knowing in a general way the participant's disability classifications;
- Knowing the motor, sensory, cognitive functioning and social background of the individual participant;
- Training and/or employing qualified professionals according to the identified needs:
 - technicians and instructors with specific training in the management of adapted motor and physical activities;
 - specially trained tutors with expertise in the support and facilitation function in the motor, cognitive, relational fields;
 - cultural mediators acting as facilitators of the integration of participants from foreign countries.

Good practices from the FederCUSI world



Training events for sports operators organised by CUSI:

March 2019	<i>SPIN-Sport per l'Inclusione</i> (Sport for Inclusion) project: <i>Istruttori sportivi per persone con disabilità</i> (Sports instructors for people with disabilities) course, first edition.
October 2019	<i>SPIN-Sport per l'Inclusione</i> (Sport for Inclusion) project: <i>Istruttori sportivi per persone con disabilità</i> (Sports instructors for people with disabilities) course, second edition.
September 2021	<i>SIAMO SPORT</i> (We are Sport) project: <i>Istruttori sportivi per persone con disabilità</i> (Sports instructors for people with disabilities) course, third edition.
May 2023	<i>SMART SPORT</i> project: <i>Smart Family Trainer</i> course.



Siamo Sport (We are Sport) project

The CUSI Inclusive Sport Documentation Centre conceived, realised and managed a free online archive that makes available territorial and national project experiences. It generates new knowledge on inclusive sporting issues, creates links between sports operators, experts and those interested in the field.



SMART SPORT project

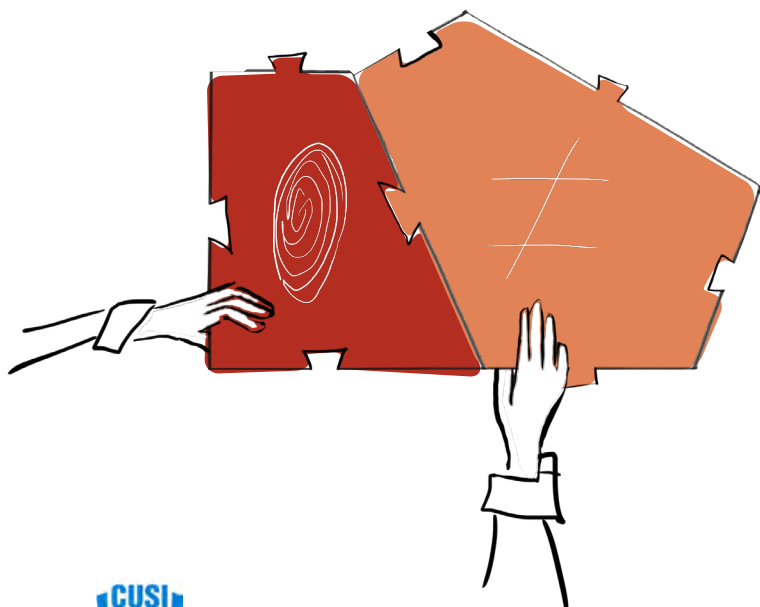
The Smart Family Trainer was a central figure in the project realised between 2022 and 2023. It is the role of a sports operator who duly worked not only with the goal of involving individuals with disabilities – people in situations of socio-economic hardship and the elderly with their families in motor and sports activities – but also in the analysis and involvement of the territorial network in which the recipients lived.



CUS Genova, BA.T.ON.G. project

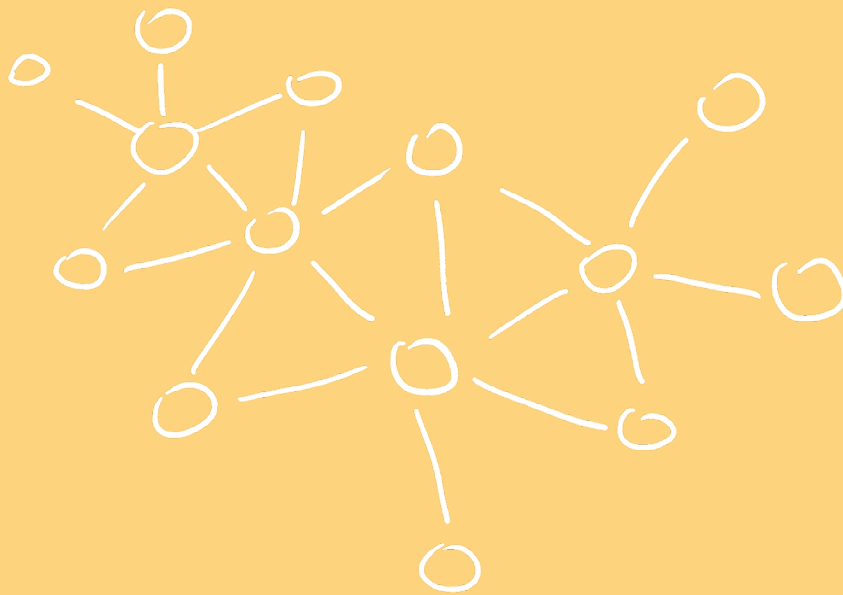
The project aimed to disseminate sporting and recreational-motor activities, unconventional or linked to the Genoese seafaring tradition. In it, the participation of young immigrants was supported by cultural mediators who facilitated communication, exchanges and relations within the sports group. This was especially the case in those activities where the transfer of notions necessarily passed through the verbal channel – e.g. during sea outings on board *gozzi*, the traditional rowing boats used by the Genoese districts.

<https://www.cusisportinclusivo.it/progetti/progetti-rete-cusi/liguria/cus-genova.html>



Involving the context and networking

3



Viewing inclusion as a process and not exclusively as a goal implies the participation of the entire community involved in the process.

Community involvement goes beyond the identification and involvement of stakeholders regarding the impacts and activities of an organisation. It also includes supporting and building a relationship with the community. Above all, it indicates the recognition of community value. Community involvement by an organisation should stem from the recognition that the organisation is a stakeholder in the community and shares common interests with it.³

Indeed, the sporting event represents a great opportunity to raise awareness and involve a wide range of stakeholders on inclusive issues.

Moreover, the inclusive process through sporting activity will have a greater impact if it succeeds in addressing its effects not only and exclusively to the direct recipients of sporting proposals but also to the indirect recipients – families, friends, fellow students, members of the community, etc. This will take place by changing their view of the other, of the 'different', and by making the unknown known and experienced.

Hence the need to develop a strategy aimed at maximising the positive impact of the event on the territory, in terms of both participation and cultural contamination.

This is also the phase in which to construct together with the stakeholders a set of performance indicators. Basing on them it is possible to set up the monitoring activity that will then be the subject of post-event evaluation.

WHEN ORGANISING AN INCLUSIVE SPORTS EVENT, THE FOLLOWING ARE EXPEDIENT:

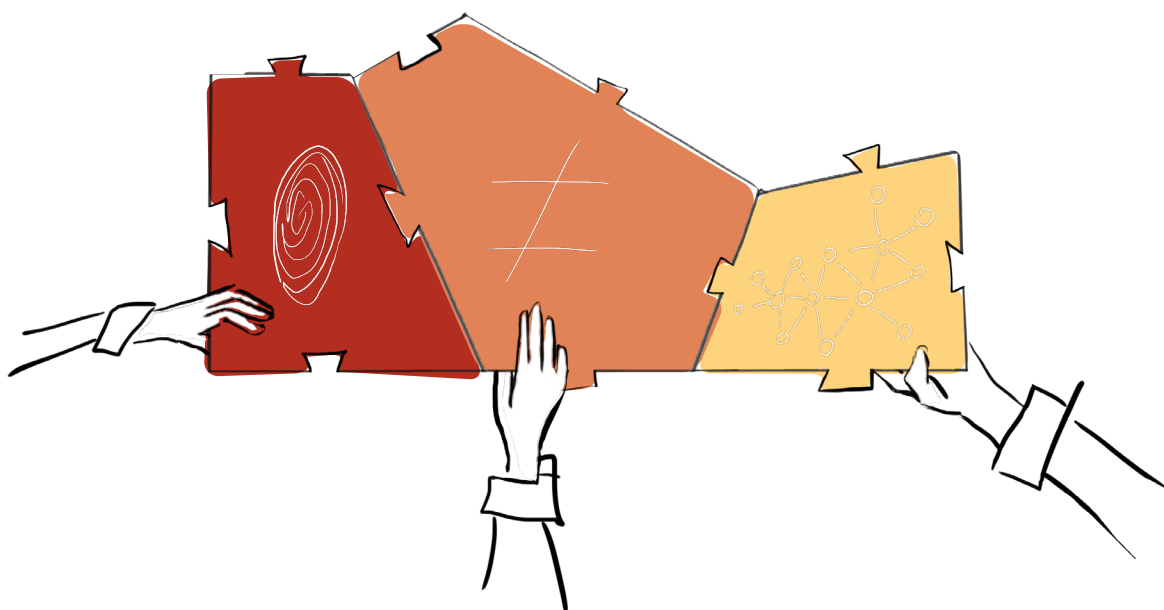
- Networking, opening to local realities that can make a positive contribution before, during and after the event. It is important in this case to establish relationships based on solid foundations and with the intention of lasting over time;
- Mapping relevant stakeholders. It is important to pay particular attention, identifying the most influential and interested ones to activate targeted and effective engagement strategies;
- Raising awareness among stakeholders and their communities about the importance of fostering an inclusive culture and promoting diversity as a social value;
- Planning collateral activities such as seminars, conferences, and opportunities for discussion, taking care to involve the younger generations. From this point of view, dialogue with educational institutions and locally rooted associations and sports clubs is essential;
- Initiating a proactive and constant dialogue with local institutions (political, civil, sporting and religious);
- Choosing, based on stakeholder input, the activities to be monitored, focusing on the most significant and relevant ones;
- Identifying performance indicators that can measure the effectiveness of the sporting event in terms of inclusion and beyond.

³ UNI EN ISO 26000 - Guide on Social Responsibility - December 2020.

Good practices from the FederCUSI world



- **Memorandum of understanding between the Italian University Sports Centre (CUSI), the National Association of Italian Municipalities, C14+ and the Health City Institute (HCI) of June 2021.** It aims to give wide attention and application to the importance of sporting, physical and motor activity within cities and universities. It seeks to give public-institutional visibility to health and sport in Italian urban and academic contexts and to promote joint initiatives aimed at studying and training in the field of health and sport in urban and university settings. The synergy between the parties has supported, among other initiatives, the realisation of the SPONC! - *Sport non convenzionale per tutti* (Unconventional Sport for All) project. It was realised at territorial level, in twenty-five Italian CUSs and municipalities, enabling the provision of inclusive sporting activities for over 6,200 recipients.
- **Conferences and information events organised by CUS and CUSI:**
 - CUS L'Aquila, Convention *Sport e disabilità* (Sport and disability), L'Aquila – 20 May 2019. It was organised by CUSI and CUS L'Aquila, in collaboration with Special Olympics. The event was included within the week of the spring National University Championships organised in the Abruzzo chief town and was attended and contributed to by experts in the field, athletes, and the participation of students and university sporting managers from all over Italy.
 - CUS Trieste, Conference *Sport, Inclusione e Disabilità* (Sport, Inclusion and Disability), Trieste – 23 September 2021. The scientific and popular event focused on the issues of integrated sport and disability. Furthermore, it explored the physical, emotional and psychological benefits of sport for people with disabilities and considered sport as a tool to promote inclusion between disabled and able-bodied people. Finally, it presented some practical experiences of integrated sport and visual impairment involving local sports clubs. Following the event, some university students approached the world of disability by starting to collaborate as volunteers in local sports associations that work in favour of persons with disabilities. It showed that the topic addressed and the dissemination methods activated by CUS Trieste had a strong impact and involvement among young people.
 - CUSI, Conference *Lo sport Universitario oltre ogni barriera* (University Sport Beyond All Barriers), Caserta – 14, 15, 16 December 2024. The closing event of the CUSI's national projects was a useful opportunity to take stock of the progress of the action to promote social inclusion through sport. It was the project on which CUSI has been working with commitment and constancy since 2018. The event was attended by the entire CUS world, brought together and engaged in dialogue also with the Paralympic world.



Adapting, realising and measuring

4



Traditional sport focuses on the result and sees the participant engaged in a process of personal adaptation aimed at achieving the best performance. As opposed to it, inclusive sport involves adapting according to the recipient's own performance capabilities.

Adaptation, from this perspective, allows the best expression in performance, social and relational terms of the recipient and ensures his or her maximum participation in the proposal.

In adapting the proposals, it will be useful to individualise and customise the activities. The intention must be not to exclude but to lead each to the utmost of his or her ability, to common and collective activities of play, confrontation, and challenge.

Adaptation of the proposals will be carried out by duly trained sports operators who can, to achieve a better offer in terms of quality and customisation, involve the reference network within which the future recipients are placed.

On the other hand, the involvement of the final recipients in the process of co-constructing the sporting proposals is strongly recommended. It aims at producing training, game and competition plans that provide for a strong adherence and participation of the recipients themselves.

Two key concepts that can steer the adaptation of the proposals:

INDIVIDUALISATION



A set of procedures that take place to enable all participants to attain the basic sporting skills and competences, specific to a given sport, through a diversified learning pathway in the discipline.

CUSTOMISATION



A set of procedures that take place to enable each participant to develop their own, unique, different motor, sporting and social potential.

Adaptation may concern the places where an activity takes place, the play spaces, the rules and, in general, the way in which the activity is proposed. Alternatively, adaptation may concern the choice of a certain activity in favour of another. In this case, in the CUSI experience, the greatest success in terms of satisfaction and participation of the recipients was observed when the choice concerned innovative, little-known, and unconventional activities, capable of breaking with the traditional character of the classic sporting activity. The latter, for different reasons, failed to capture the interest or stimulate the involvement of those who previously practised sedentary lifestyles and inactive behaviour.

It may also be useful to adapt the communicative mode used to explain the games and transfer the rules to the participants. The use of language may be accompanied by the choice of different sensory communication channels – tactile, visual, etc. – with the aim of increasing the effectiveness of the communicative action.

WHEN ORGANISING AN INCLUSIVE SPORTS EVENT, THE FOLLOWING ARE EXPEDIENT:

• ADAPTING PLACES AND SPACES

It will be necessary to hold the sports event in a suitable, safe location that is easily accessible by public transport.

The venue must be structurally accessible – e.g. it must be free of architectural barriers and have parking spaces reserved for persons with restricted mobility.

The venue shall also be provided with paths that can facilitate the movement of persons with visual impairment.

The absence or lack of such conditions may be compensated for by the presence of duly trained staff to support participants.

Beyond the venue, the adaptation of the playing spaces will be crucial. Whether they are indoor gyms, outdoor courts or civic spaces, these will be the setting within which the competitions will take place. Each place must guarantee freedom of movement and physical expression for the participants.

On a structural level, minor modifications to the equipment can ensure the best participation.

A few simple examples are given:

- extension of the playing space: reducing the length of a court can allow the participation of those who cannot cover/defend a large playing area. On the contrary, increasing the size of a playing track can allow the passage of movement aids (wheelchair, etc.). Increasing the size of a court can also allow an increase in the number of players and eliminate the possibility of excluding someone;
- height of the equipment: lowering the height of a volleyball net can allow the game to be played while seated on the ground and guarantee the participation of those who have limitations in the motor functioning of their lower limbs. On the contrary, increasing the height of an obstacle can allow those who may find it difficult or impossible to overcome it to perform a task by passing under it;
- size of equipment: increasing the distance between the posts of a football or handball goal or the circumference of a basketball hoop may make it easier to carry out a conversion. Alternatively, the use of a smaller playing instrument (ball) may make it easier to grip with one hand while, on the other hand, the use of a larger ball may make it easier to hit it with a racket.

· ADAPTING RULES AND TIMING

Depending on the enhancement of the individual participant's sportsmanship, the valorisation of teamwork or the heterogeneity of the composition of the playing group, a change in the scoring system may be made.

The times may be modified to favour the game and the achievement of the result, as well as favour the participation and sporting contribution of all the players.

The rules concerning the playing equipment may be modified. Therefore, it may be envisaged to play with balls of different sizes, weights, colours. Furthermore, in the presence of participants with limitations in sensory (visual) functioning, playing aids and sound controls may be used.

N.B. It is not necessary to conform to conventional disciplines. The sport proposed in the inclusive mode is a dynamic alternative to the more rigid traditional sport. In short, the limit is the imagination.

Why not invent a new discipline?

A few simple examples are given:

- one point is given for the goal achieved by an experienced player, two points if it is achieved by a novice player;
- the goal is achieved if all team members have touched the ball or are involved in the action;
- a bonus point is given to the team consisting of all categories;
- increasing the maximum time for a motor course to get it completed by those who would otherwise be unable to do so;
- decreasing the duration of actual playing time to lighten the physical effort required.

Good practices from the FederCUSI world



CUS Foggia, *CUS_SCHOOL* project, 2023

Within the successful multi-sport inclusive offerings of the CUS, the disciplines of kin ball and sitting volleyball are worth mentioning.

The goal of kin ball is to throw a ball (1.2 metres in diameter) to an opposing team, which must not let it touch the ground. Three teams of four players each are arranged on the playing field, all of whom must be in contact with the ball for the serve (putting the ball into play). The unusual size of the game creates interest among the participants. The activity, with simple rules, manages to involve even the less sporty individuals. The target group for the CUS Foggia proposal were secondary school students of lower and upper levels with and without disabilities and young people in socio-economically disadvantaged situations.

Sitting volleyball, on the other hand, derives from traditional volleyball and from its adaptation (sitting volleyball). This discipline includes as its main adaptation the condition of playing seated on the floor, modifying and reducing the motor commitment of the lower limbs.

It is played between two teams of six players who pass the ball to each other (maximum three touches). The aim is to bounce the ball on the opponent's playing surface by passing a net placed at a lower height than in traditional volleyball (just over one metre above the ground).

Simple adaptations have allowed CUS Foggia to increase the accessibility of the proposal: the possibility of stopping (and re-throwing) the ball in the phase of exchange between teammates and in the phase of attack towards the opposing team, and the increase in the number of maximum passes before changing possession.



CUS Mo.Re, *CUS MO.RE FOR INCLUSION* project

Within the project, the innovative disciplines of baskin and dodgeball were proposed. Baskin, as its name suggests, is a highly innovative adaptation of basketball. It allows able-bodied, physically or mentally disabled participants, regardless of gender and age, to play together.

Few rules emphasise the contribution each athlete can make to the team. This adaptation customises the responsibility of each player during the game. Furthermore, it positively overcomes the spontaneous tendency towards a 'caring' attitude that is sometimes present in proposals for physical activities for disabled people.

Baskin rules adapted:

- the materials. Several hoops are used: two normal and two lower side hoops. There is the possibility of replacing the normal ball with one of a different size and weight;
- the space. There are protected zones provided to ensure shooting in

- the side hoops;
- the rules. Each player has a role defined by his motor skills and consequently has a direct opponent of the same level. These roles are numbered from 1 to 5 and have their own rules;
- the assignments. There is the possible assignment of a tutor, a team player who can more or less directly accompany the actions of a disabled teammate.⁴

During an initial phase of about two months, CUS Mo.Re proposed the activity within eight High School classes. The Centre highlighted the value that the activity assumes in the context of youth training and, subsequently, organised a one-day event at the university sports facilities in Modena. During that day students had the opportunity to attend a match of the EISI (the Italian inclusive sporting institution) Baskin Championship. At the end of the meeting, high school students and Unimore students took part in a promotional match by taking part in the teams formed by the athletes of the USHAC Carpi (disability sports association of Carpi).

⁴ <https://www.baskin.it/regolamento>

SPONC!
SPORT NON CONVENZIONALE PER TUTTI

SPONC! project, national final event

The closing of the national project saw the CUSI involved in organising a large unconventional sports event and the dissemination of the results obtained in Rimini on 11, 12, and 13 November 2022. As far as the sports part is concerned, the observation of the territorial activities proposed by the CUSs identified those activities considered to be more inclusive and easily adaptable to the needs of all participants.

Twenty-five inclusive delegations from the CUSs that took part in the games of the national project.

The games were organised on a single day, in the XXV April Park, with the following proposals:

- *Walk and collect* (motor warm-up and care for the environment): a city walk where delegations competed in the collection of plastic waste (bottles, caps, packaging, etc.). At the end of the collection, a score was awarded based on the evaluation of the quantity of waste collected;
- *Guided course* (sense of sight): motor obstacle course, before each competition (heats and finals) the participant who took the field had some time to observe the course (blind players, at the same time, practised the course with a guide). The other team members (guides) were along the course at the edge of the lane and guided the player through the obstacles to the finish line;
- *Tug-of-war* (strength, endurance, cooperation between opposing delegations): each team, consisting of five shooters (one member per delegation to make up mixed teams), had to weigh between 350 and 380 kilograms. At the end of each clash, victory awarded points are given to the delegations of the members of the winning team;
- *Sack race* (agility, speed): relay race for delegations, each runner completed a round trip by jumping in the sack;
- *Rhythm! Team* (rhythm, movement, cooperation): knockout competition

between delegations. All participants moved in random order within the game area following the musical rhythm that was proposed; when the music stopped, the participants had to respond as quickly as possible to the motor demands of the game leader. The last delegations able to respond correctly to the motor requests were gradually eliminated.



CUS Venice, *Sport Per Ottenere Nuove Conoscenze* (Sport to gain new knowledge) project

The project is aimed to involve university students and minors with the goal of 'telling the story of Venice as a place of sport and for sport'. The goal is achieved by making them experience the numerous sporting opportunities that the area offers and alternating sporting proposals with environmental awareness events.

The multi-sport proposal included, among other activities, the *Green Volleyball Tournament* (in which twenty-four mixed teams of four players from six secondary schools took part). The competition was relevant for being played in the Rimembranze Park, a green area located on the Island of Sant'Elena, and in San Marco Square.

Another noteworthy initiative was Plogging, an activity that originated in Sweden and derives its name from *plocka-app*, meaning 'to collect'. It combines the classic exercise of running or walking whilst collecting any rubbish found along the way. Given the particularity of the Venetian capital, the activity was also proposed on water. With the support of the Nautical Sports Section of the Universities, the collection was carried out on rowing boats in the canals and lagoon.



CUS Molise, *OlimpiCUS* project

Among the activities, *Green Basket* and *Orto Fitness* (fitness garden) were proposed. Both designed to involve participants of all ages, they were particularly successful among the elderly population. Specifically, the first aimed to raise awareness on the issue of recycling by replacing the ball game with plastic bottles which, once collected by the participants divided into two teams, were thrown into a basket hoop. In the second, the motor activity was proposed, in a mild form, in the form of agricultural work through which the participants prepared the soil, sowed, tended and harvested, putting into practice simple basic motor exercises.



CUS Padova, *All aRoundnet* project

The project promoted the discipline of Roudnet, an unconventional sport with highly innovative, educational and highly accessible content. The target audience reached was high school students, university students, and young people with intellectual disabilities. Roundnet is extremely popular in other countries, and it is played between two teams of two

players whose objective is to hit the ball by bouncing it on a trampoline in such a way as to make it difficult for the opponents to hit the ball back, which, if not accomplished, awards a point to the opponents.

A discipline with simple, easily adaptable rules (size of the ball, number of passes between teammates, additional bounces of the ball out of the net before the rebound). The activity does not require regular facilities and can be practised anywhere without the delimitation of a court. The rules do not provide for a referee, which gives the discipline a high educational and fair play value.

CUS Padua organised a phase of introduction to the discipline and teaching basic techniques for different target groups. Then, it organised a tournament dedicated to university students at the university sports facilities and the 1st Interscholastic Inclusive Roundnet Tournament in which disabled and able-bodied students played together. All meetings, training sessions and tournaments were held at the CUS facilities and, on some occasions, in various parks and open spaces in the city of Padua with the aim of promoting the new discipline to a wider audience.

Once it is understood how to adapt the discipline, we can move on to the implementation phase of the — main and side — activities planned. This is also the phase in which to survey the perceptions of the stakeholders involved, based on the monitoring system previously defined. This focus will make it possible to assess both the success of the proposed activities in terms of participant satisfaction and the impact of the sporting event in general.

WHEN ORGANISING AN INCLUSIVE SPORTS EVENT, THE FOLLOWING ARE EXPEDIENT:

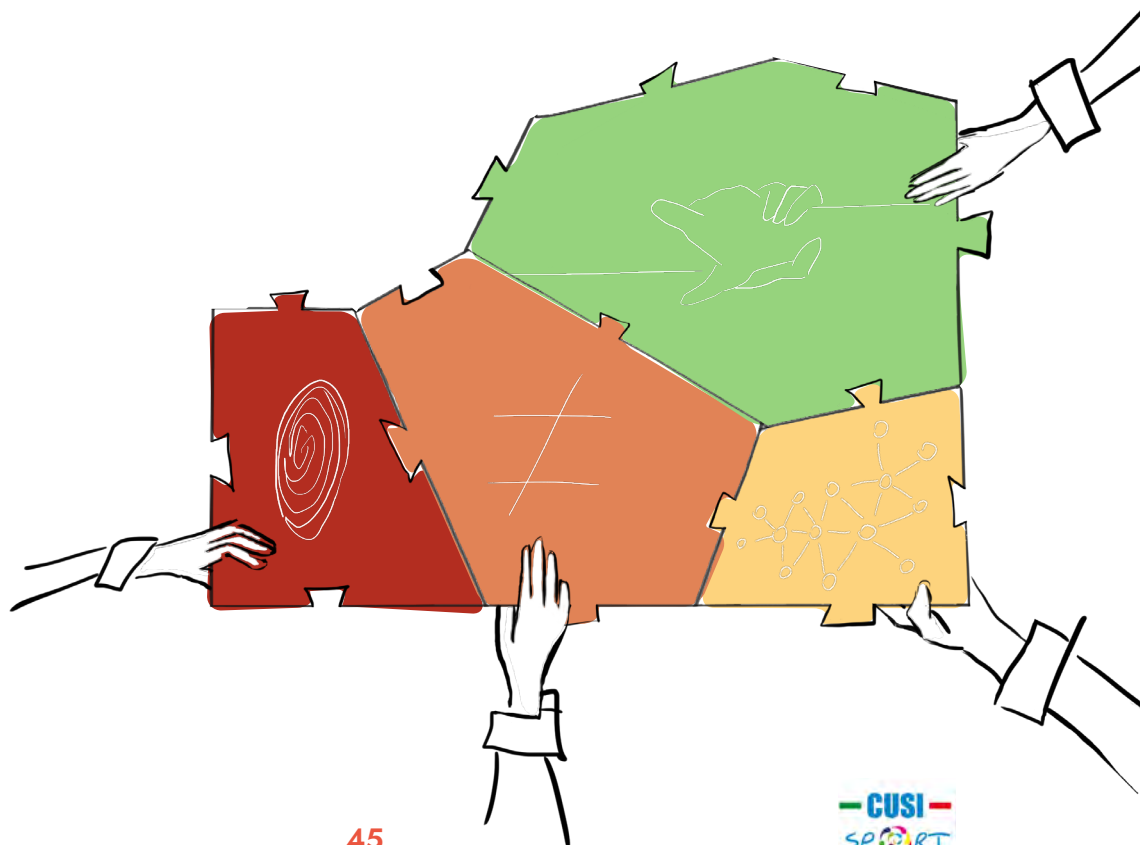
- Organising core activities in accordance with the plan;
- Integrating the programme with side activities to involve the community and increase the positive impact of the sporting event;
- Starting a systematic monitoring of the activities carried out through tools such as surveys, focus groups, interviews, etc.;
- Fostering dialogue with stakeholders to monitor their degree of satisfaction in relation to pre-event expectations.

Good practices from the FederCUSI world



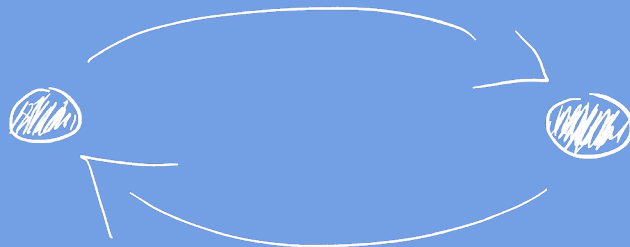
The InclUniGames desk project

In order to guarantee maximum support to the University Sports Centres during all phases of the IUG Project, a project desk was set up, composed of the Inclusive Sport Documentation Centre and CMA – Creative Management Association (project partners). In particular, the desk provided support to the CUSs both during the construction of the proposals and during the reporting and final report. In between, a great deal of work was represented by the construction and sharing of performance indicators. They were useful for measuring the effectiveness and impact of individual projects and the project in general.



Communicating

5



The importance of communication is highlighted by the main role it assumes in any social interaction.

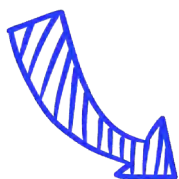
Today in particular it is essential to communicate in order to convey information, values, and rules. It is equally necessary to pay attention to the mode of communication that, while on the one hand can convey an inclusive content, on the other hand can consolidate dysfunctional modes of relating to others, reinforce stereotypes, and feed prejudices.

There is a huge quantity and variety of digital channels that nowadays guarantee the possibility of reaching vast audiences towards which positive messages can be conveyed. Considering this, communication must therefore be identified as an integral part of the **inclusive strategy**. Furthermore, it must assume an important role in **raising awareness and breaking down stereotypes and prejudices** that characterise society in general, especially the context within which the inclusive sports event is developed. Beware, this does not necessarily mean constructing a communication inspired by 'political correctness' because, especially in certain contexts and situations, a message with 'strong' and unconventional content can be much more effective and penetrating. The important thing is to always do it with the right awareness.

WHEN ORGANISING AN INCLUSIVE SPORTS EVENT, THE FOLLOWING ARE EXPEDIENT:

- Defining communication strategies (online and offline) and develop a dedicated communication plan for the event;
- Communicating in an inclusive manner, paying close attention to the use of appropriate terminologies so as not to fuel stereotypes and prejudices;
- Involving event recipients in communication by also addressing unconventional content that can "shake up" the context;
- Carrying out awareness campaigns, through the involvement of athletes, personalities, and role models on the national and local level;
- highlighting the good practices put in place to make the sporting event an inclusive one;
- Seeking to ensure as much dissemination as possible for the event, including through media involvement or partnerships with other organizations or individuals. Educating them on the use of inclusive language.

Good practices from the FederCUSI world



Gazzetta dello SPONC! (SPONC! journal)

This is a magazine in digital and print form of the *SPONC! - Unconventional Sport for All project*. It chronicled and enhanced the territorial proposals activated by the CUSs in collaboration with their respective municipal administrations. The SPONC! journal was produced in partnership with ANCIcomunicare, the in-house company of ANCI.

<https://www.cusi.it/la-gazzetta-dello-sponc/>

Il Diario di Sel (the Diary of Sel) and IncluniNews

These publications have a digital format, sponsored through the social channels of the Federation and the individual university Centres. They aimed to delve into the actions carried out by the CUSs by describing the content of the project in general, the organizational methods of the activities, and giving voice to the story of the experience of one participant from each territory.



Il Diario di Sel (the diary of Sport and Identity project)



Sel Sport e Identità (Sport and Identity) project



IncluniNews



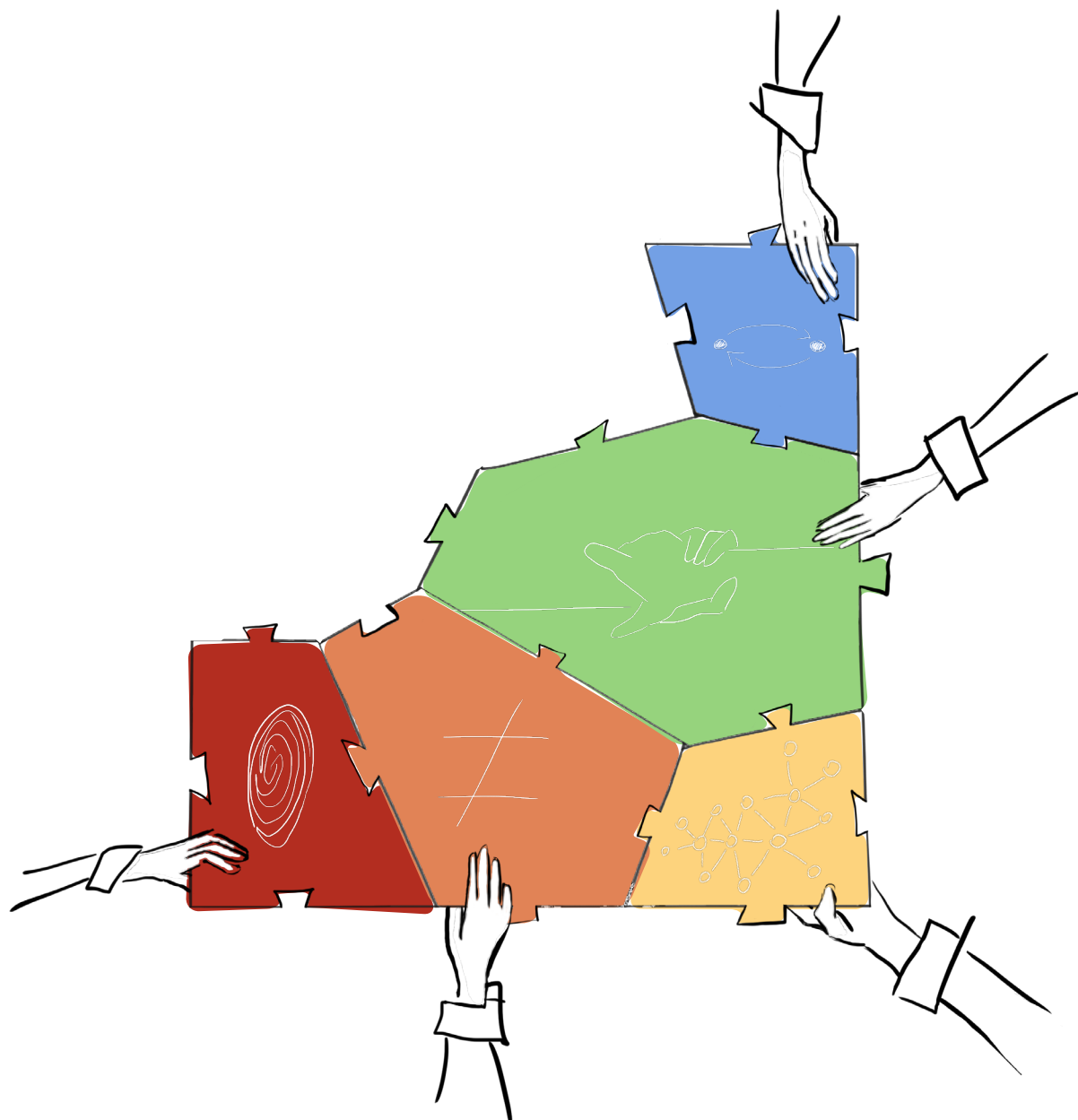
IncluniGames project

Inclusive Sport Documentation Centre

The online archive gathers the information collected over the years. In addition, it performs an important communication function, within and outside the network, of the projects implemented by the CUSI and the CUS.

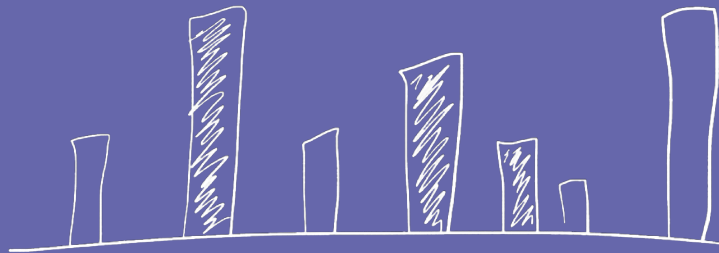


Inclusive Sport Documentation Centre



Assessing and reporting

6



Understanding the actual impact of a sporting event in terms of inclusion presupposes the ability to monitor and measure the impacts of the activities carried out, not only limited to the actual event itself.

This is essential to start a process of continuous improvement aimed at developing an inclusive culture in one's own community, which is the true and ultimate goal of any inclusive activity that can be defined as such.

WHEN ORGANISING AN INCLUSIVE SPORTS EVENT, THE FOLLOWING ARE EXPEDIENT:

- Analysing the results obtained from monitoring and building the improvement process on this;
- Building a useful reporting document to tell all stakeholders about the goals, activities carried out, results achieved, and social impacts generated by the inclusive sporting event;
- Make the document available and disseminate it to the main stakeholders of the event and of inclusive sporting activity in general.

Good practices from the FederCUSI world



Survey on the diffusion and value of sport for university students with disabilities.

The aim of the research was to collect and systematise information regarding the diffusion of motor and sport practice among university students with disabilities throughout Italy. The research was financed by Sport e Cultura in relation to the *Sport di Tutti* programme within the 2nd goal: "research and study activities". The research was carried out throughout the country involving state universities, University Sports Centres (CUS) of the CUSI network, university students and other privileged witnesses on the subject.

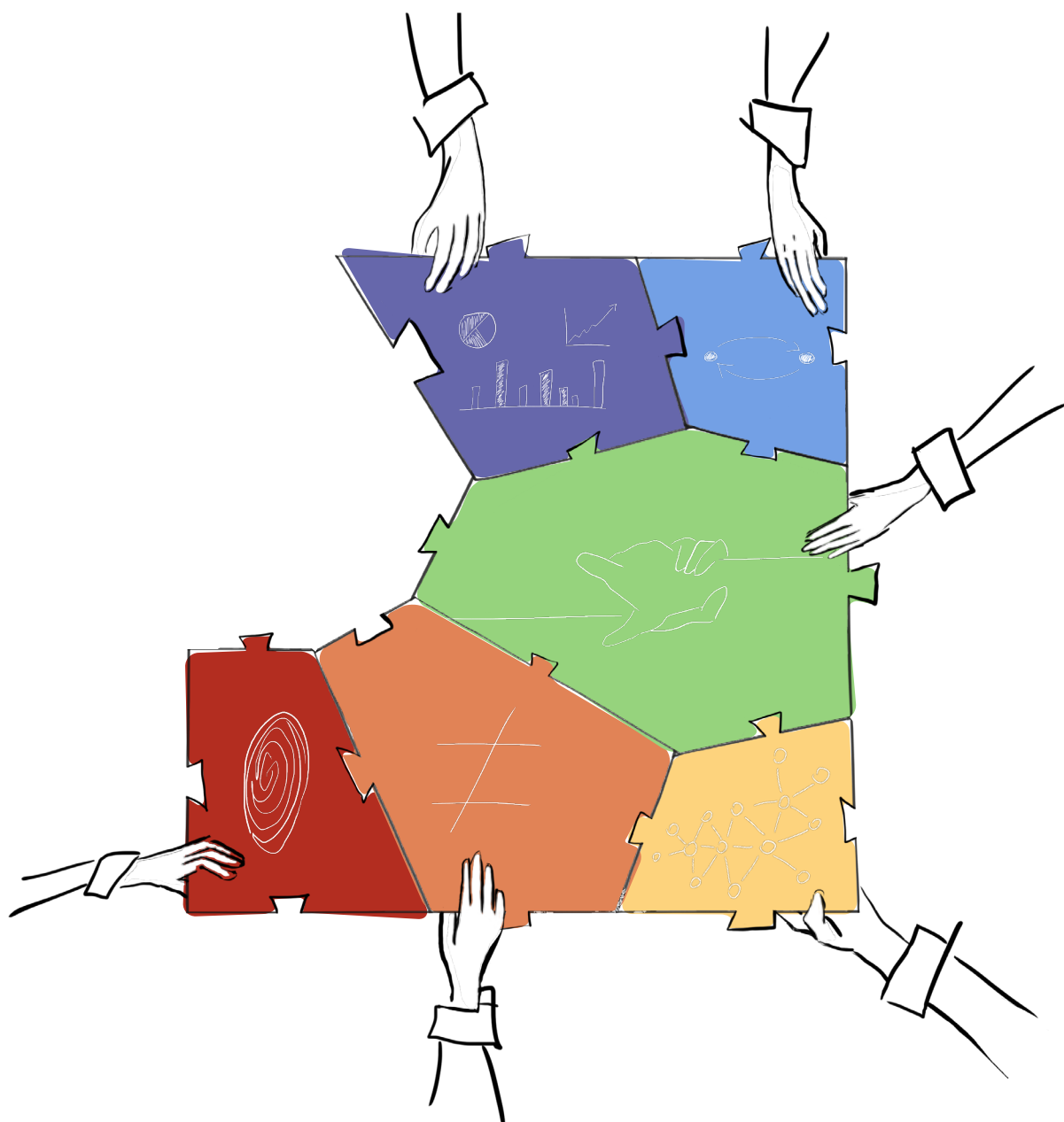
In particular, the project set itself the following specific objectives:

1. Quantifying and qualifying university students with disabilities practising motor and sporting activities in Italy, starting with the active CUS Centres linked to state universities;
2. Identifying the motivations and barriers to access the motor and sports practice for students with disabilities;
3. Identifying and disseminating good practices concerning access to the motor and sports practice for students with disabilities;
4. Reporting the social value of physical and sporting activity for students with disabilities. Considering in particular: physical, psychological, and social well-being; social cohesion and inclusion; skills development.

<https://www.sportesalute.eu/studiedatidellosport/blog-studi-e-dati-dello-sport/2473-indagine-sulla-diffusione-e-il-valore-sociale-dello-sport-tra-gli-studenti-universitari-condisabilita.html>

Final Project Report. Producing an accurate document is a consolidated good practice at the end of national project experiences. The document describes the activities carried out, the actions performed, the recipients and the objectives achieved. All the final reports are available to everyone, free of charge, in digital format, on the CUSI Inclusive Sport Documentation Centre website. They are available in paper format too, at the national headquarters in Rome and at each CUS. Below are the final reports produced:

- *SPIN – Sport per l’Inclusione* (Sport for Inclusion)
- *Siamo Sport* (We are Sport)
- *Spinability*
- *SPONC! Sport non convenzionale per tutti* (Unconventional sport for all)
- *Smart Sport*
- *Sel - Sport e Identità* (Sport and Identity)
- *InclUniGames* (IUG)



Implementing strategies for continuous improvement

7



Effective inclusion also depends on the commitment, supervision, evaluation, and review of the activities carried out in relation to the goals set, the resources employed, the efforts made, and the impacts (positive or negative, direct or indirect) generated on one's target community.

Why is it important to do so? First and foremost, not to disappoint the expectations of our stakeholders. If an inclusive sporting event has been organised by following all or most of the indications contained in these Guidelines, it is likely – and desirable – in our opinion that the result will be remarkable, at least in terms of the involvement of the context and key stakeholders. This will automatically generate expectations in the latter, and we absolutely must take into account those expectations for the future.

It is therefore essential to nurture the relationships established with stakeholders even after the sporting event, thus assessing potential changes in expectations over time.

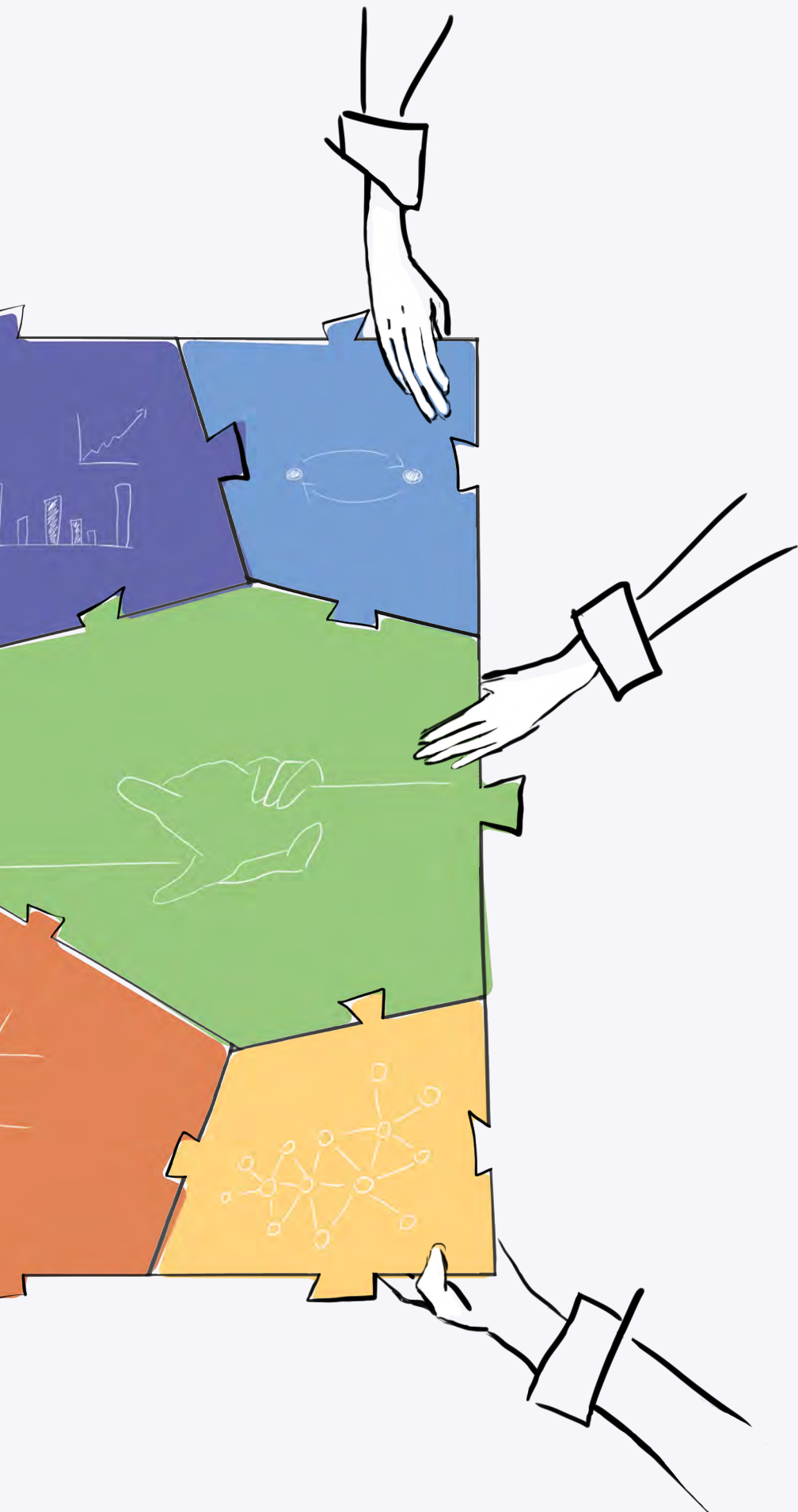
As mentioned above, an inclusive sporting proposal needs an undefined period of time to have a decisive impact on the culture of the society.

Therefore, it is essential to implement strategies aimed at continuous improvement, based on the review of performance, and in harmony with one's inclusive identity. This identity will act as a compass for the continuation of the activity.

WHEN ORGANISING AN INCLUSIVE SPORTS EVENT, THE FOLLOWING ARE EXPEDIENT:

- Nurturing dialogue with stakeholders even after the sporting event;
- continuing to stimulate the context about the importance of promoting an inclusive culture;
- Formalising an improvement plan based on the review of activities carried out, the results of the inclusive sporting event, and feedback from stakeholders;
- Basing subsequent activities on the indications contained in the continuous improvement plan.





CONCLUSIONS AND FUTURE DEVELOPMENTS

The FederCUSI's path in promoting social inclusion through sport sees a further important milestone reached with the publication of these Guidelines.

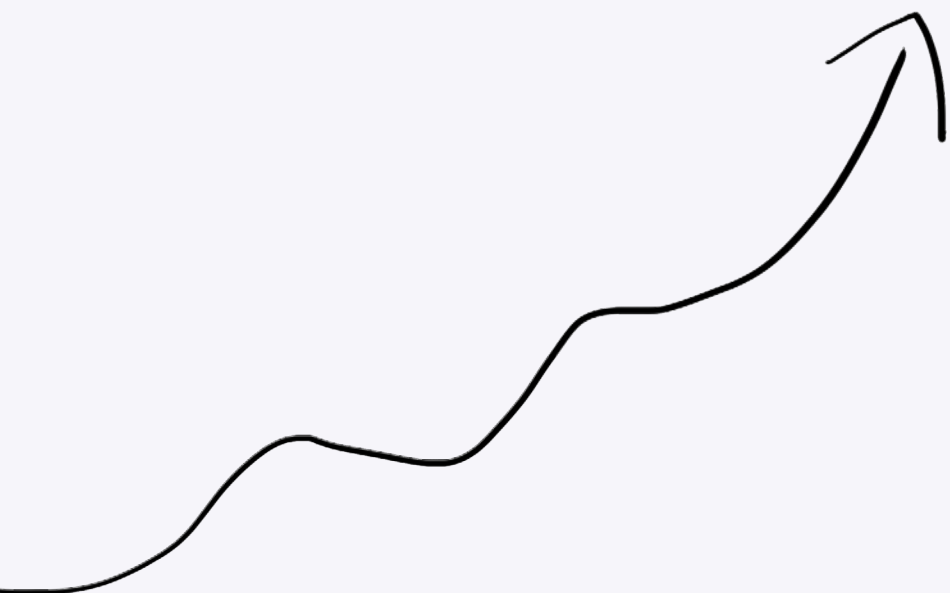
This becomes even more important in the light of the change that has affected FederCUSI in recent years, with the transition from sports promotion body to federation. A new guise that has brought with it not only an important change in responsibilities, but also a strong legitimisation of the FederCUSI's role in terms of an institution capable of connecting the sports system with the national university system.

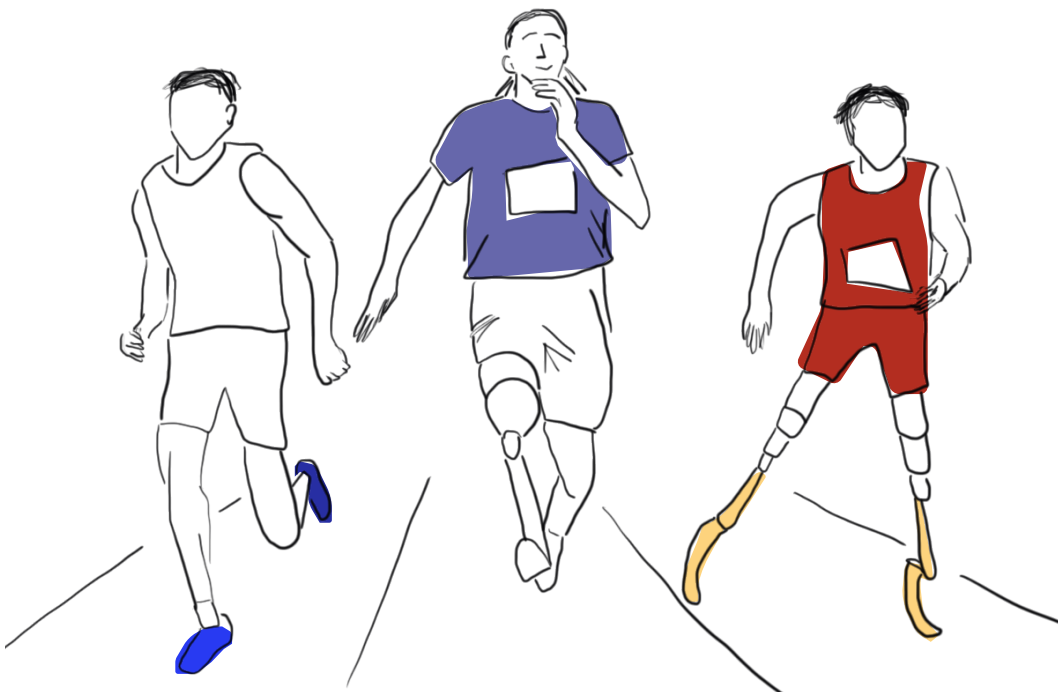
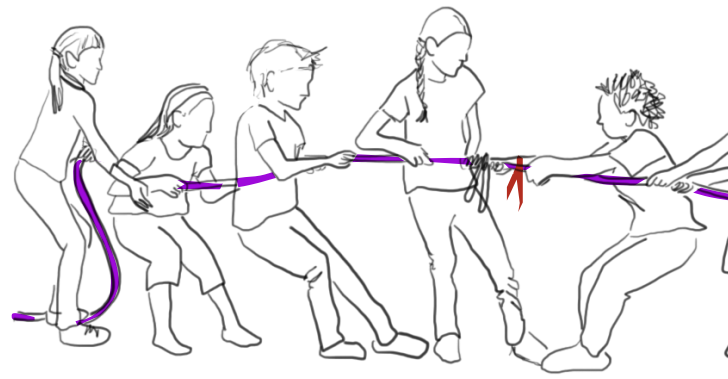
The Guidelines represent an important operational tool, through which FederCUSI makes its competences available to all and opens up to a serious and proactive dialogue with the actors of the sports and university world. It does so by focusing on an increasingly important issue in today's society. This is a starting point from which to build together strategies, programmes and actions capable of decisively influencing the cultural growth of the country through sport.

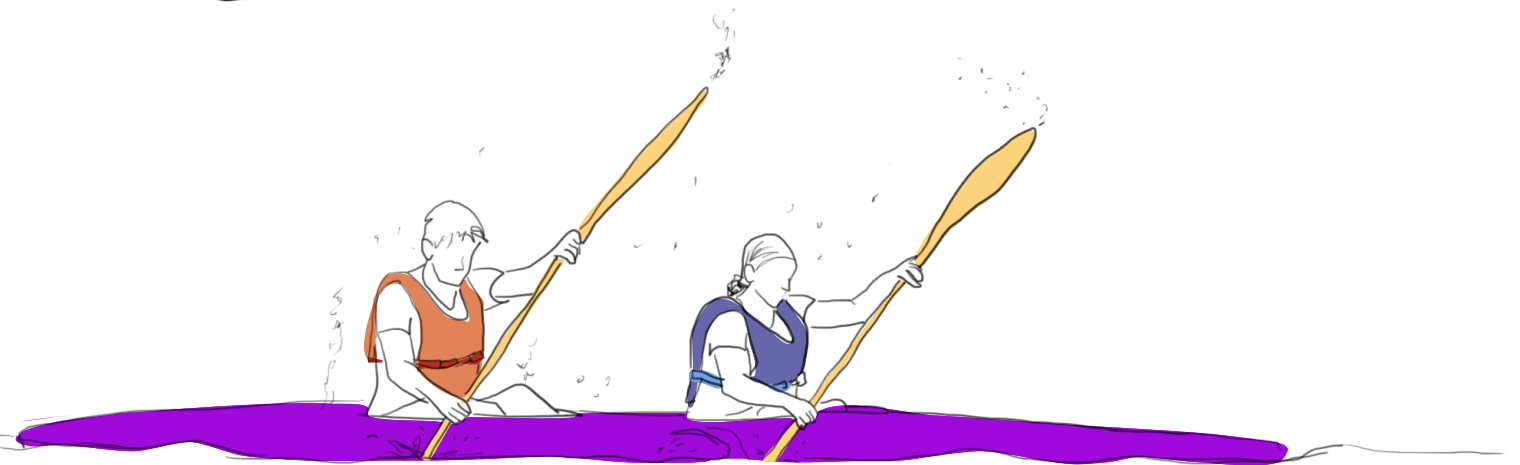
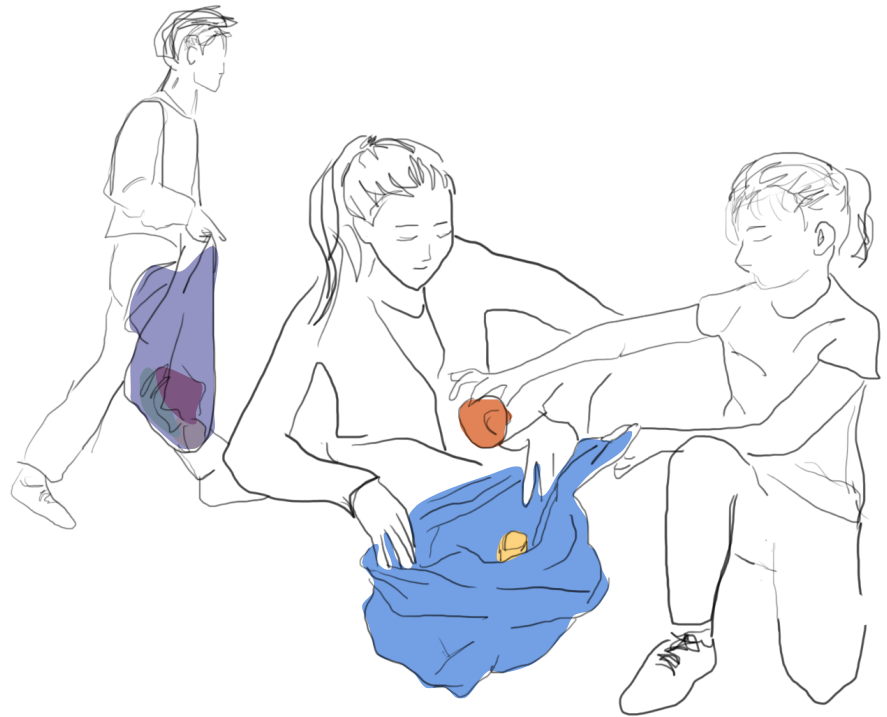
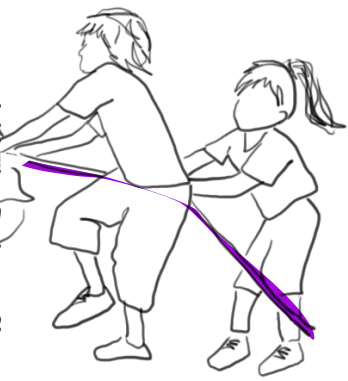
As already indicated several times, the Guidelines are by no means a 'universal' tool. On the contrary, they are born with the idea and the will to be improved and enriched over time, especially thanks to external contributions.

Over the years, FederCUSI has seen the complexity behind the development and management of inclusive sports programmes. In fact, reading the Guidelines reveals numerous aspects to be considered, which call for often inhomogeneous knowledge and skills. Furthermore, these are aspects which potentially involve an indefinable number of subjects and professional skills within the same proposal. This assumption has led the Federation to question the need to develop new training programmes aimed at identifying a managerial figure capable of acting as a connector. Beyond that, the figure aims to operate with awareness and effectiveness within sports contexts with a dedicated focus on inclusion.

This is a possible perspective of improvement to be discussed and that FederCUSI is ready to develop together with those who would like to give their contribution in this virtuous and, inevitably, inclusive path.







Credits and contacts



7, Angelo Brofferio Street

00195 - Rome, Italy

National Insurance number: 80109270589

06.3722206

INFORMAZIONI@CUSISPORTINCLUSIVO.IT

FEDERCUSI@FEDERCUSI.IT

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Graphic design and illustrations by: Cristina Vio from **CMA Creative Management Association**



31, Alfredo Catalani Street

00199 - Rome, Italy

www.cmaesport.com

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