

L'ICF-CY e i fattori ambientali nell'Attività Motoria Inclusiva

ICF-CY and environmental factors in Inclusive Motor Activity

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Abstract

The inclusive paradigm aims to foster the development of the personal identity of an individual with disabilities, by promoting actions that allow for a better “functioning” with respect to the environmental context in which he is (ICF-CY), in order to support Well-being and Inclusion. Physical and sports activities represent a valid inclusive instrument capable of contributing to the personal growth of individuals in terms of global well-being.

Keywords

Motor Activities, ICF-CY, Education, Inclusive Didactics.

1. Motor and Sport Activities from an inclusive point of view

The World Health Organization (1983) defines health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition”.

This definition of health gives motor activities an increasingly important role, since they can promote the harmonious and global development of personality and of the person's well-being.

“Sport is the set of physical and mental activities carried out to strengthen and preserve the psycho-physical structure in good condition. Through sport it is possible to develop some physical qualities such as resistance and strength, just to give a few examples, but it is also possible to develop psychological and ethical qualities such as courage and self-control” (Ascione A., 2019).

Motor and sports activities have an enormous educational value as they are capable of transmitting values such as responsibility, respect for the rules, and cooperation.

The European Council (2000), in its Nice Declaration, stated that: “*Sport is a human activity based on essential social, educational and cultural values. It is a factor for inclusion, participation in social life, tolerance, acceptance of differences and respect for the rules*”.

Scientific research has shown that sport has become an interesting tool through which to design participation and inclusion contexts.

Sport conveys values such as:

- Cooperation; Sport encourages the acquisition of skills that allow cooperating with the coach by designing the match strategy, and with teammates on the field, in order to achieve a final goal.
- Discipline; This term means a series of behaviors that lead to the achievement of a physical and mental balance, capable of understanding one's own limits. Practicing sport educates to the value of fatigue and suffering, in view of a goal.
- Commitment; Through sports practice one learns to manage difficult times by withstanding fatigue, to be tenacious and determined. All these skills can be conveyed also in different areas: in family relationships, in friendship, in the study, etc..
- Tolerance and mutual respect, the basis of loyalty: knowing how to win and lose; We have already talked extensively about fair-play, but it is useful to stress that this concept does not refer to a set of rules to follow, but it is a real way of thinking and living.
- Friendship; Another important aspect in terms of values is the culture of the encounter with others.
- Team spirit, The value of being a member of the team comes from the cooperation between teammates, linked by the objective of reaching a common goal.
- The sharing and respect of precise rules; Sports practice teaches how to address one's own behaviour within established boundaries and to gain appropriate control skills, by encouraging moral development. (Ascione A., 2019)

Motor and sports activities are educational tools, and support positive universal values. Sport is a vehicle for inclusion, participation and social aggregation, and is also a tool for psycho-physical and social well-being.

The International Charter of Physical Education, Physical Activity and Sport states that “*Every human being has a fundamental right to physical education, physical activity and sport without discrimination on the basis of ethnicity, gender, sexual orientation, language, religion, political or other opinion, national or social origin, property or any other basis*”. Participation in physical and sports activities is therefore a fundamental right to ensure to all citizens. The same document also points out that “*Inclusive, adapted and safe opportunities to participate in physical education, physical activity and sport must be available to all human beings, notably children of preschool age, women and girls, the aged, persons with disabilities and indigenous people*”.

2. Environmental factors in motor and sports activities

The ICF-CY Classification provides a global view in terms of the person's bio-psycho-social well-being, and allows analyzing environmental and social factors in the context of reference, representing an effective tool to promote the inclusion of people with disabilities.

The ICF-CY considers the quality of life of people of key importance, describing the health state of individuals in relation to the existential, social, family, and work sphere; it shows the problems that can cause disability in the socio-cultural context of reference, and highlights how it is possible to improve these conditions (De Vita and Rosa, 2018).

The bio-psycho-social model and the ICF-CY system related to it considers the disability condition of a person as the result of the interrelation between personal and context-related characteristics. Activity and participation, therefore, depend on biological, psychological and social conditions.

The ICF-CY considers the quality of life of people affected by a disease to be of fundamental importance, analysing how people live with their condition and examining ways to improve it. The context is key as it can facilitate or be an obstacle to their conditions (De Vita and D'Andria, 2019).

Among the components of the ICF-CY there are the Environmental Factors, which include the physical, social and attitudinal environment in which people live and lead their lives. The physical and social context is an element that influences the person's functioning. These factors can favour or hinder the individuals' participation as community members, can influence their ability to perform actions or tasks, or their functioning and body structure (WHO, 2004).

Environmental factors must be considered from two perspectives: one individual and one social. From an individual point of view, environmental factors include the physical and material elements of the environment in which the individual lives. From a social point of view, however, this factor includes the social structures, services and interactions that condition him/her. Therefore, disability is the result of the interaction between an individual's health state and the environmental factors, so that different environments can have a different influence on him/her. Environmental factors can be facilitators or barriers; these are two terms that refer to those factors, such as accessible physical environments, aids, technologies and people's attitudes, services, systems and policies, the absence or presence of which can change a person's performance (De Vita and D'Andria, 2019).

In this way, context plays a fundamental role in promoting the individual's well-being, which is why any inclusive process must start from its analysis.

The area of motor and sports activities is an environmental factor, both at individual and at social level.

It is therefore essential to predispose the environment so that motor and sports paths are personalized for all individuals, and in order for them to promote the development of personal identity.

The ICF-CY can be a useful tool to promote actions allowing facing difficulties, by also taking into account the subject's life contexts, his/her relationships and expectations.

Conclusions

The ICF-CY is a classification tool that allows representing the experience of disability experienced by an individual, by taking into account the barriers and facilitating factors affecting his functioning. Disability is understood as the result of the person's interaction with a health state and with environmental factors. Recognizing that environmental factors have a central function allows focusing the intervention not only on the individual, but also on the environment in which he/she lives. It is therefore essential to predispose the environment so that motor and sports paths are personalized for all individuals, and in order to encourage the development

of personal identity in everyone. Motor and sports activities can promote opportunities for participation, inclusion and collaboration between people, allowing for the harmonious development of human beings.

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