

PARTNERSHIP FOR INCLUSION. SPORT AS EDUCATIONAL ALLIANCES PROMOTER

PARTNERSHIP PER L'INCLUSIONE. SPORT QUALE PROMOTORE DI ALLEANZE EDUCATIVE

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Abstract

The national and international documents of the last decades, according to scientific literature, place motor sports activities at the center of the educational debate. There are numerous initiatives promoted by international organizations aimed at spreading motor-sports culture in the various formal and non-formal learning contexts that promote the universal principles of gender equality, non-discrimination and social inclusion in and through sport. This contribution aims to outline within the Italian cultural context a synthetic framework of design potential that leveraging the inclusive power of sport can create and nurture fertile educational alliances between school, family and sports associations. If on the one hand the legislative evolution of the last few decades with the consequent increase in the initiatives implemented represents a strength that offers great design potential from a systemic perspective, on the other hand the evaluation of the quality of the projects implemented is still lacking. Scientific research has the role of shedding light on the critical issues in order to fully understand where and why this virtuous circle between school, family, institutions and the third sector is interrupted. It is desirable that scientific awareness and political actions find more and more points of interconnection useful for a real implementation of effective and functional alliances.

I documenti nazionali e internazionali degli ultimi decenni, coerentemente con la letteratura scientifica, pongono le attività motorio-sportive al centro del dibattito educativo. Sono numerose le iniziative promosse dalle organizzazioni internazionali, finalizzate alla diffusione della cultura motorio - sportiva nei diversi contesti di apprendimento formali e non formali, che promuovono i principi universali di parità di genere, non discriminazione e inclusione sociale in e attraverso lo sport. Il presente contributo ha l'obiettivo delineare

all'interno del contesto culturale italiano un quadro sintetico di potenzialità progettuali che, facendo leva sul potere inclusivo dello sport, possono creare e alimentare fertili alleanze educative tra scuola, famiglia e associazionismo sportivo. Se da un lato l'evoluzione legislativa degli ultimi decenni con il conseguente aumento delle iniziative implementate rappresenta un punto di forza che offre grandi potenzialità progettuali in ottica sistemica, d'altro canto la valutazione della qualità delle progettualità messe in campo risulta ancora carente. Alla ricerca scientifica spetta il ruolo di far luce sulle criticità per comprendere a fondo dove e perché si interrompe questo circolo virtuoso tra scuola, famiglia, enti e terzo settore. È auspicabile che consapevolezze scientifiche e azioni politiche trovino sempre più punti di interconnessione utili per una reale implementazione di alleanze efficaci e funzionali.

Keywords: Inclusion, partnership, physical education, school, sport

Parole chiave: Inclusione, partnership, educazione fisica, scuola, sport

Introduction

The national and international documents of the last decades, in line with the scientific literature, place motor sports activities at the center of the educational debate. From a holistic perspective, motor and sports activities promote the integrated development of the individual, physical, emotional, intellectual, social and productive capital of the person (Bailey et al., 2013; Holt, 2016), contributing to the formation of personality and the pursuit of biopsychosocial well-being. There are numerous initiatives promoted by international organizations aimed at spreading motor-sporting culture in the various educational and training contexts which, in compliance with the rights affirmed in the International Charter for the Physical Education, Physical Activity and Sport (UNESCO, 1978; 2015; 2021), assign to the education system the burden of guaranteeing the compulsory nature of physical education and sport in primary and secondary school by ensuring the quality and inclusiveness of the lessons by promoting the universal principles of gender equality, non-discrimination and social inclusion in and through sport. The benefits of physical education and sport have recently been the subject of reflection, which underline the enormous educational and inclusive potential (Bangsbo et al., 2016; WHO, 2018) also considering the recent reports on the quality of inclusive processes, not without critical points (UNESCO, 2017, 2019) and with reference to the pandemic situation (UNESCO, 2021). The constructs of health, psychophysical well-being, motivation, participation, cognitive drive (Bangsbo et al., 2016) are closely connected with participation in play and sport activities; an explicit invitation to formal and informal educational communities emerges to reaffirm their potential in planning, designing and implementing training interventions. This also in the face of a clear decline in the levels of participation in physical activity recorded in recent years, especially in young people aged between eleven and seventeen (WHO, 2018). In general, the female gender, the elderly, disadvantaged groups, people with disabilities and chronic diseases often have fewer opportunities to be active also due to problems of accessibility, safety and adequacy of the places designated for this purpose. With the Global Action Plan for Physical Activity -More active people for a healthier world 2018-2030- the World Health Organization has brought this issue to the fore by developing a plan of interventions for the promotion of physical activity consisting of four strategic objectives: to build active societies (social norms and behaviors); build active living environments (spaces and places); promote active lifestyles (programs and opportunities) and direct governance systems to promote physical activity and health (political and government levers) (WHO, 2018). To better promote the culture of movement and sport while respecting diversity and equal opportunities, it is necessary to activate political actions in all environments in which people live, work and play and "promote the participation, as broad as possible, of people with disability to ordinary sporting activities at all levels" (UN, 2006). To improve health conditions from a biopsychosocial point of

view, it is necessary to act systemically by activating specific actions capable of promoting self-determination both in a transversal perspective, involving the different training contexts with specific and adequate interventions, and in a longitudinal perspective, embracing the different phases of the cycle of life, from infancy to old age (Schalock & Verdugo Alonso, 2002; Giaconi, 2015). In this long journey, the two learning perspectives, transversal and longitudinal, complement each other, giving shape to a training process that becomes all the more unitary, gradual and coherent the more the school, as a formal learning context, creates fertile points of complementarity and continuity between the different educational and training contexts. The guidelines for the scholastic integration of pupils with disabilities define growth as an individual event that has its roots in relationships with others and therefore, we cannot speak of the development of human potential or the centrality of the person, considering it detached from a system of relationships whose quality and wealth are fundamental assets for everyone's growth (MIUR, 2009). An inclusive school welcomes and supports the learning of all pupils in full respect of differences, supporting them in affirming their right to self-determination, free choice, self-knowledge and acceptance, management of their own health, creation and maintenance of a good social network (Giaconi, 2015), which materializes in educational space and time, enhancing an ever-greater quality of life. A decisive role in this sense is played by dialogue, participation and collaboration between the different learning contexts in which the subject is inserted and is closely related: the family, the school and the third sector. The school has the task of promoting a community educational dimension that focuses on the systemic dialectic between the different "worlds" with a view to building concrete and meaningful alliances. This contribution aims to outline within the Italian cultural context a synthetic framework of design potential that leveraging the inclusive power of sport can create and nurture fertile educational alliances between school, family and sports associations.

1. School, physical education and sport: synergies of action

The binomial context of school and physical education (EF) is part of a national and international political action that starts from political decision-makers and develops in its various forms of didactic implementation at the micro level, in School Institutions (I.I.S.S.) which, in full autonomy (Presidential Decree 275/99, Law 107/2015), personalize the training offer. The world of school, which represents an essential part on which to invest to create a more active, equitable and inclusive society, has the responsibility to achieve this ambitious goal also through the design of quality physical education, aimed at motor literacy, health promotion and quality of life improvement (WHO, 2018). Physical education embraces within its curriculum a wide spectrum of contents that have an incisive role on the overall well-being of the person from a biopsychosocial point of view. "The objectives, in fact, do not only concern the practical-motor dimension, but also involve the intellectual-cognitive, expressive-communicative and socio-relational dimensions" (Bailey et al. 2009; Casolo, 2011). UNESCO, in the international document Quality Physical Education (McLennan & Thompson, 2015) highlights the fundamental role that this discipline plays within the school context and educational agencies in general, promoting health, motor literacy, active citizenship the inclusion and improvement of academic performance. In full coherence with the guiding principles of the 2030 Agenda for sustainable development, raising the levels of physical activity directly contributes to the achievement of other objectives such as *health and well-being* (objective 3), *the quality of education* (objective 4), *gender equality* (objective 5) and the *reduction of inequalities* (objective 10) (UN, 2015). In fact, *Education for Sustainable Development* is now considered an action strategy capable of generating changes in knowledge, skills and behavioral attitudes in order to improve society. The school must equip its pupils and students with all those useful tools to satisfy their needs, integrating all the dimensions of sustainable development (economical, environmental and social aspects) with a holistic approach. The Italian government recognizes the centrality of education, as a key dimension for the effective achievement of the objectives within the National Strategy for Sustainable

Development, which must promote the culture of sustainability at all levels (business, civil society, institutions, research) and in all formal, non-formal and informal educational venues, with a view to Long-Life-Learning. The goal n. 4 "*Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all*" places great trust and hope in education and instruction as privileged tools for transforming the lives of people, communities and societies. The horizon towards which to strive is health-oriented, understood not only as the absence of disease, but as a universal right and guarantee for a quality life. The biopsychosocial perspective of the *International Classification of Functioning, Disability and Health* (WHO, 2001) in recognizing this right, understands and values the different needs of students considering the complex and dynamic interactions between physical-biological, cognitive, communicative - relational, behavioral aspects and contextual of various types, which determine its functioning. The school, in this sense, is called upon to enhance the potential and peculiarities of each one, by designing and creating personalized educational courses that can act effectively on the various and numerous variables that affect the development and acquisition of learning. This follows the perspective of *Inclusive Education*, which since the Salamanca Declaration in 1994 aims at the elimination of all possible forms of discrimination through the implementation of quality education and instruction. *Education for all* (Farrell, 2002) and the *United Nations Convention on the Rights of Persons with Disabilities* (UN, 2006) place the centrality of the person and the need to enhance the different educational needs of students by guaranteeing an education for all through a commitment to conceptualization and a shared language that unites all states (UNESCO, 2009); principles that were subsequently declined in the National Indications for the curriculum (MIUR, 2012) and in the regulations on Special Educational Needs (BES) issued at the Italian level (DM. 27/12/12; CM n. 8 of 06/03/2013) and further defined in Ministerial Decree n.66 of 13/04/2017 which underlines the importance of contributing to the educational success of each student through a strong investment by all members of the school community in collaboration with families and territorial networks, for everyone's educational success. The scientific literature of the last few decades has re-evaluated the inclusive potential of sport, both inside and outside the school context (De Anna, 2007; Bailey, 2005; Coalter et al., 2000; Long et al., 2002). The learning environment that distinguishes the specific activities of the discipline in question is characterized by a laboratory approach that emphasizes the operational-motor and communicative-relational aspects by actively involving the student and promoting conscious learning processes in operational contexts that are motivating and gratifying (D'Anna, 2020). The operational dimension that distinguishes this type of learning involves the individual in a total way, even in the motor and emotional dimension. Sport "does not rest on speeches, but facts, on practical demonstrations rather than on theoretical lessons; the rules of the game, as well as the tactics, are valid not so much because they are known in theory and proclaimed, but because they are applied on the pitch" (Farné, 2008, p. 19). Parlebas (1997) to the motor component, which sees the body as the protagonist of targeted movements and actions, adds the competitive component of sport, emphasizing the relationship, comparison and competition in compliance with rules and codified roles that take on enormous formative value. The field becomes a "workshop" for experimenting with situations, seeking solutions, achieving objectives; "Sport represents the first decisive step towards integration into society, facilitating the exit from isolation and favoring inclusion, the sense of social participation and the assumption of one's responsibilities" (Gomez Paloma & Sgambelluri, 2016, p. 89). Numerous interactions are activated during play and sport activities that create communication relationships between teammates, opponents and coaches / educators, giving rise to a series of different interactions. This complex panorama of connections allows the subject to experience a wide range of feelings and emotions, to manage any relational conflicts and to learn to adapt the relationship to the people with whom he interacts. In interpersonal relationships, the subject is recognized with goals and a specific role, thus strengthening the process of building his personal identity (Cottini, 2007). «Each sport, albeit with different forms and methods, according to this perspective, fully accepts this

training challenge, placing itself as an evocative and effective space in which diversity is welcomed as a value and resource, favoring the overcoming of crystallized stereotypes and representing a real opportunity to experiment with flexible itineraries that are alternative and complementary to traditional forms of social inclusion» (Palumbo et al., 2019, p.220). Magnanini (2018) identifies, in the light of the relevant scientific literature (Arnold, 1997, 2002; Parlebas, 1997; 2008) and of the main international documents on sport in its educational dimension (EC, 2007; UNESCO, 2015), five key words that identify the characteristics of inclusive sport: 1) Recreational and physical activity; 2) Coded rules; 3) Cooperation; 4) Competition; 5) Fun and enjoyment (Magnanini et al., 2018). Situations of play and sport encourage interaction and communication between peers, creating learning opportunities imbued with affection, cooperation, solidarity and antagonisms. These are precisely the most favorable and significant learning environments for the acquisition and development of psychomotor skills aimed at personal and social autonomy, particularly important when the reference horizon is the quality of life and psychosocial well-being from an inclusive perspective. During the 19th *International Symposium of Adapted Physical Activity* (ISAPA, 2013) the principle of Inclusive Education was accepted and shared by many physical education experts who defined the expression Inclusive / Inclusion Physical Education: educating together, in Physical Education, children with and without disabilities because this has numerous advantages for both groups of pupils (Block, 2013). In order for motor and sports activities to be truly inclusive, they must guarantee the accessibility of places and activities, active participation and equal opportunities (Magnanini, 2021), three special-pedagogical elements essential for the implementation of inclusive teaching.

2. From school autonomy to interinstitutional agreements

Health promotion in the school context includes all those actions and initiatives aimed at improving and / or protecting the health and well-being of the entire school community. It therefore includes school health promotion and inclusion policies that provide for the definition of the physical and social environment at school, the curriculum, agreements with the family, the community and health services. The potential for educational and training planning by educational institutions, with reference to initiatives to improve and expand relations with the various actors of the educating community, are manifold. The constitution, democratic management through collegial bodies, the pact of educational co-responsibility, the parents-school project, the expansion of the educational offer, the schools open to the territory are part of a series of actions that create the conditions for planning of quality that is outlined through a double formative line: vertical along the entire life cycle and horizontal in the openness to collaboration with the family and other stakeholders operating in the educating community. The II.SS. pursuant to article 8 of the autonomy regulation (Presidential Decree 275/99) within the Three-year Plan of the Educational Offer, they define the school curriculum and in full consistency with the principle of flexibility provided for by the regulation, contextualize the training offer considering the training needs of their pupils and students and requests from families and the territory, with a view to continuity and orientation. It is a process of educational research and innovation aimed at customizing the school curriculum in compliance with the aims, goals for the development of skills, the learning objectives indicated by the ministerial regulations, citizenship skills and European key skills for lifelong learning (EU, 2018). Law 107 of 2015 has recently reiterated the importance of the planning autonomy of schools which, in the definition of the Three-Year Plan of the Educational Offer, express their identity in relation to the functional staff, the economic resources, the needs of the territory, educational and training goals they want to achieve. According to article 1 paragraph 7 of the aforementioned law, the II.SS., in relation to the training offer they want to carry out and without new or greater burdens for public finance, identify the need for posts in the autonomy staff in the compliance with the teaching schedule and taking into account the degree of autonomy of the curricula and the flexibility spaces, as well as with reference to

initiatives to enhance the training offer and project activities, in order to achieve the training objectives identified as priorities. Among those provided for in paragraph 7, the Ministry identifies some priorities to be considered in the design of the training offer of the II.SS. that enhance the central role of the school in promoting educational alliances with families and the local community. Educational sport becomes the means for promoting behaviors inspired by a healthy lifestyle (g); for the prevention and contrast to early school leaving of all forms of discrimination (j); for the enhancement of the school understood as an active community, open to the territory and able to develop and increase interaction with families and the local community, including third sector organizations and businesses (k); for the enhancement of individualized training paths and the involvement of pupils and students (n) (MIUR, 2015, p. 2). The school autonomy regulation guarantees ample scope for organizational flexibility, diversification, efficiency and effectiveness of the school service, which allow educational institutions to implement activities in response to the needs of the school community and the local area. The various training proposals aimed at promoting health and well-being in young people include sports activities to be carried out in the after-school setting through agreements with local sports associations; school / work alternation paths also in agreement with sports promotion bodies recognized by CONI, available to welcome students for learning periods (paragraph 33), in full compliance with the collegiality of decisions and coordination with the territory for use resources and facilities. The expansion of the training offer, the implementation of sports activities during periods of suspension of teaching activities, the establishment of II.SS. of the same territorial area, the community agreements represent the indicators that allow to activate synergies of action of great planning potential capable of enhancing professional resources, the management of functions and administrative activities and promoting dialogue between the various training agencies. Such initiatives can:

- be aimed at pupils, students and adults (internal and / or external to the institution), entering the educational dimension of Long Life Learning;
- be carried out by the individual school or in a network with other institutions, through integrated training courses and specific projects that include various themes (sports activities that educate to healthy competitiveness and teamwork, nutrition education, fair-play, sports for all, etc.);
- be carried out in collaboration with the sports, recreational and cultural associations present in the area.
- actively involve families.

In addition to the actions activated locally by the individual II.SS., there are the numerous and now consolidated initiatives resulting from the agreements between the Ministry of Education, the National Olympic Committee (CONI) and the Italian Paralympic Committee (CIP). For decades now, a strong institutional synergy has existed between the three bodies aimed at promoting motor, physical and sporting practice, at spreading greater awareness and culture of movement among the entire population, with particular attention to the youngest, starting from the school context, through specific training projects and interventions also with inclusive purposes. The initiatives implemented in recent years are particularly relevant, including:

- *Student Sports Championships (CSS)*, which involve students of the II.SS. first and second grade secondary schools, also providing inclusive courses for children with disabilities. The CSS, the result of a logical continuation and development of the work carried out by the teachers of EF and SMES, represent moments of approach to sports that can be carried out both during curricular and extra-curricular hours. The activities contribute to the formative growth of pupils and students, make it possible to detect individual aptitudes and vocations and to develop the skills of personal and social autonomy. Competitions are foreseen at institute, municipal, provincial, interprovincial, regional and national level.

- *National and regional school planning activities* promoted by the Sports Bodies affiliated with CONI and CIP for 2022. *Joy of moving, Everyone in the goal ... values on the net, Sport for all,*

Schools open to sport, Little heroes at school play movement and the development of basic activities are just some of the projects recently activated by these interinstitutional agreements.

Other social initiatives have recently been promoted Sport e Salute spa, including Sport and Integration, *Coni Ragazzi* and *Vincere da grandi*, projects that promote the principles of brotherhood, respect, sporting loyalty and fair play, to encourage the development of social inclusion through sport. The memorandum of understanding between the *Ministry of Education* (MI) and *Special Olympics Italy* (SOI) has also been confirmed for the second three-year period "Educating for inclusion at 360°" Inclusion and enhancement of students with intellectual disabilities through physical activity and sports which focuses on interinstitutional cooperation to disseminate a series of initiatives that see the school as the privileged place to promote, in synergy with the family, sports promotion bodies and bodies, associations and experts, paths, actions and activities aimed at promoting the psycho-physical well-being of students. The protocol in promoting Unified Sport, as a privileged approach to promote inclusion, creates a training program and athletic competitions for people with intellectual disabilities aimed at enhancing the different skills, using sport and physical activity as an effective integration tool, gratification and social recognition; the events create useful opportunities to encourage meeting and socialization with the participation of volunteers and families and the educating community. In recent years, some project initiatives have also been launched under the Erasmus + program: the #BeInclusive award which aims to support and give visibility to the best projects on inclusion through sport and the S.P.I.N. - Sport, Partnership, Inclusion and Network, which promotes the creation of collaborative partnerships in the sport sector. The possibilities for educational alliances are manifold; it is desirable that scientific awareness and political actions find more and more points of interconnection useful for a real implementation of effective and functional alliances.

3. Sport in the life project (PdV) for an integrated educational path

In order to guarantee a series of training and educational interventions that run from birth to adulthood according to a systemic and integrated approach, the Life Project (PdV) takes shape. It is a project with an orientation function within an educational path that starts from the Individualized Educational Plan (PEI) of which it is an integral part (Legislative Decree 96/2019), and "runs in horizontal and vertical continuity through a series of interventions that go beyond school time in a re-orientative and self-orientative sense, and in view of a progressive consolidation and expansion of cognitive, affective-relational and motivational processes "(Chiappetta Cajola, 2015, p. 24). The EIP creates the conditions for tracing the different paths of a possible future to plan in the short, medium and long term; the PdV in this sense "is first of all a thinking in the future or rather double thinking in the sense of imagining, fantasizing, desiring, aspiring, wanting, and at the same time preparing necessary actions, foreseeing the various phases, managing times, evaluating the and the cons, understanding feasibility "(Ianes, Celi & Cramerotti, 2005, p. 42). Individualized educational planning starts from the "real possibilities of the child" from his "predictable level of development", or rather the Proximal Development Zone (Vygotsky, 1980) within which planning and design is necessary. In reasoning with a view to the future, it is necessary to identify the areas of potential of the student so as to allow the process of personalization of the educational and didactic intervention and of that implemented consistently by those who in a non-formal way deal with the growth of that individual: it means seeing in the here and now and planning in view of the future self-realization process; it is a question of pursuing the effectiveness of the subject and nurturing the parents' perception of the effectiveness and trust in the educational process. The design tension implies two fundamental elements:

- *temporality*: a POS stretches towards the future, but is born in the present and has roots in the past, in everyone's history;
- *spatiality*: a POS takes shape and draws itself in a defined place to go far beyond that certain environment that saw it born.

There is a natural propensity for the satisfaction of material goods (success and affirmation in the career, support of talents and vocations, increase in self-esteem) and the quality of being and instinct to be able to improve oneself in the pursuit of virtues or states intrapsychic. These are goals that are never fully pursued in their fullness, but which give the PdV a higher sense (now of a civil nature, now spiritual and religious) in the search for not only material happiness, personal or common well-being (Demetrio, 2013). For this reason, it is very reductive to confine the project idea within a narrow framework of an educational nature, or only of a technical or technological nature, just as it is reductive to trace it back to curricular or institute planning activities. A PdV is more than the sum of all the individual projects conceived and implemented for that particular student which have the purpose of making the subject capable of knowing how to decide, to know his own possibilities and his own resources to redesign himself through a raising of knowledge that enrich their self-esteem. Ianes uses the expression "Think of me as an adult" to emphasize the need to look at the student not only as such, but as belonging to contexts other than school, planning for him a training, cultural and professional path in which there is the vision of the person who will be tomorrow, a plan that takes into account the working dimension, the relational and emotional dimension, the playful dimension (Ianes et al., 2003). The PdV according to the definition of the MIUR guidelines (2009) is first of all the place of possibility, of imagination and as such does not only concern the school, but all the contexts in which each person, disabled or not, lives. It is up to the school, however, to initiate a systemic approach that is oriented towards a better quality of life and therefore pursues first and foremost the objective of developing the ability to live everyday life in society, slowly seeking to know how to manage even without help. and the support of the family or competent structures. Educational interventions must be aimed at making the subject capable of acquiring self-awareness, through the development of his potentialities related to the cognitive, emotional and socio-affective dimensions. All this is the indispensable prerequisite for the realization of the POS personnel, as the need to live, to find a meaning to existence in order to plan or choose independently through its own identity. The design is multidimensional because it includes all the life contexts of the subject: family, school, training, work, cultural, social (Resico, 2005). Current pedagogical and epistemological models are inspired by a clear, positive and realistic vision of the expectations of each subject, planning targeted interventions from birth to adulthood in response to their specific needs. To this end, the sharing of the actions implemented in the various contexts becomes indispensable so that all the actors can guarantee, in full educational co-responsibility, the enhancement, support and recognition of the diversity of each student. The training and educational path, in order to be truly characterized as integrated and unitary, must go beyond the didactic planning through the Individualized Educational Plan (IEP), enriching itself with new horizons capable of favoring the individual's fulfillment within his / her POS. The latter coincides with that "long look", which the disabled student is in dire need of. Orienting the IEP to the PdV concretely means not only believing in a real application of what is sought in the field of lifelong learning, but also defining objectives directly linked to the skills required by adult life, using increasingly "adult" teaching-learning means and promoting the development of identity, self-planning, self-awareness, self-esteem and self-efficacy, etc. (Canevaro, 2007). Transversality and continuity are two key concepts within design that embrace the need to act both through educational transversality capable of promoting communication and the relationship between the different microsystems and through vertical continuity understood as the possibility of designing a long path a whole life. In this perspective, the two concepts embrace the ecological-systemic perspective, according to which the school is a microsystem, characterized by different levels of complexity and subject to numerous variables that affect its products and the development process of the actors involved (Bronfenbrenner, 1989). The interconnections between the different microsystems condition the quality of the mesosystem, which in turn is strongly linked to the "educational co-responsibility" that is achieved at this level. Awareness of the inclusive value of a synergy between human and material resources draws attention to the need for active and

responsible involvement on the part of all the learning contexts in which the student is inserted. An involvement that, starting from the promotion of a greater knowledge of the various problems, favors the comparison and collaboration between the various subjects who work in different ways in favor of people with disabilities: all the students in the class, the teaching team, the institute of belonging, the family, educators, the local authority, specialists and all the extracurricular figures that revolve around the subject, starting from the Operational Working Group for Inclusion (Miur, 2009; 2019). The intra and extra-curricular sports context is an important piece for the PdV of people with disabilities (Magnanini, 2018) which can stimulate dialogue and the creation of strategic alliances between family, person with disabilities, territory and school, acting as the latter from the operational center of an integrated system in which to lead the student with disabilities to orient themselves towards self-determination and personal fulfillment. Sport becomes a common thread between the formal, the non-formal and the informal, on which political authorities should invest for community well-being and quality of life from an inclusive perspective (Giaconi, 2015).

Conclusion

The value of sport as a tool for social revitalization and community network development has become more recognized on an international level (Gozzoli et al., 2013). The projects and initiatives that use educational sport to prevent and deal with problematic situations have increased in recent years. The objectives of such projects include the promotion of well-being, the improvement of the quality of life, social integration and inclusion for the participants (Dukic, McDonald & Spaaij, 2017). In the international scientific literature of recent years, some sports intervention programs with inclusive purposes have been tested (Hellison & Martinek, 2006; Ruiz et al., 2006), although there is a lack of studies that, through the evaluation of these projects, document their quality inclusive (Collins & Kay, 2003), both for the analysis of practices with a view to continuous improvement and for the dissemination of good practices even in the face of the enormous investments necessary for the development of these programs. The Italian context, as highlighted in this contribution, is particularly favourable to the implementation of partnerships. The numerous legislative actions of the last decades are a strength that offers great planning potential from a systemic perspective. The initiatives implemented, the result of interinstitutional collaborations, have increased even if often a sort of self-referentiality of the various partners acts as a barrier, limiting the quality of the inclusive network. Scientific research could shed light on the critical issues in order to fully understand where and why this virtuous circle between school, family, institutions and the third sector is interrupted. A particularly interesting line of action to improve the way of "creating a system" is the training of all actors (parents, operators, teachers and educators who work in the various training and educational contexts): specific training that, in enhancing the different professional skills, can help mutually know the peculiarities of each context (areas of intervention, users, objectives, contents, methodologies, etc.) and act with an orientation function, creating a fertile ground from which to start the different forms of shared and coherent planning while respecting the different specificities of action. The family plays a fundamental role in this network of actions; parents are a real resource in the complex scenario of relations between educational agencies as they represent the first teachers of children and are indirectly involved in their education as well. A central role must be played by the support teacher, a specialized figure who from the formal context of the school favours the dialogue between the school, the family and the other educational and training contexts, a dialogue that cannot be improvised, but which must be the result of specific design alliances that can guarantee a better quality of life for each and every one.

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