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Master's Thesis of Global Sport Management

Social Inclusion of People with Physical Disabilities through Sports in Guatemala

과테말라 장애인의 스포츠를 통한 사회적 포용

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Abstract

Social Inclusion of People with Physical Disabilities through Sports in Guatemala

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Social inclusion inevitably considers sports or adapted physical activity. However, inclusion transcends a barrier built around the recognition of human diversity that people have which can generate a social stigma. The practice of sport as such generates change of attitude in the people who practice them, benefits in resolving social conflicts and builds collaborative relationships that allow the adaptation of people to their environment. Furthermore, it encourages social inclusion empowered by the values of social development through different sports. The purpose of this research is 1) to investigate sport as a strategy to raise awareness about the functional diversity of people and importance of awareness programs

towards people with physical disabilities in Guatemala; 2) to identify the perception of sport institutions (NSFA), towards inclusive practices and the population with physical disabilities, providing a deeper understanding of how policies are translated into programs; 3) Therefore, expose the outcome of different experiences of athletes in unequal context of social exclusion in which sport practice is an instrument of integration into society. One different method was used to address each of the research questions. Starting with the analysis of policies related to social inclusion of people with disabilities, the 3 first steps of the Eightfold Path for policy analysis of Bardach (2000), seek to respond what policies are in place that support the inclusive participation in the context of National Sports Federations in Guatemala. Five documents at a national level and two documents at an inter-institutional level were considered to be analyzed, concluding there is a government guideline for disability sport. Second, a theoretical concept of policy enactment (Ball et al., 2011; Braun et al., 2011) was used to identify the organization's awareness of inclusion policies by conducting semi-structure interviews within a population of 7 National Sport Organizations. Whilst an agreement on imperative need to increase and improve provisions for people with disabilities, and a common interest among the participants

intending to participate in the cause was identified, a lack of understanding and awareness among policymakers and policy actors was highlighted creating a disparity between the research and the practice. Lastly, interviews as conversations (Burgess, 1984), were used to identify the outcome of actions taken by the sport organizations have benefited athletes with physical disabilities. In-depth interviews with a flexible and informal design were conducted to five athletes, active members of the National Sport Federation/Association in Guatemala. The findings conclude people with disabilities improved their emotional and social development through sports activities, promoting interpersonal relationships outside the sport environment. One of the objectives of this research was to value sport as an instrument of social inclusion, therefore, it was satisfactorily verified.

Keywords: Sport policy analysis, social inclusion, inclusive participation, inclusive practices, people with physical disabilities, adapted sports.

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Table of Contents

Abstract.....	i
Acknowledgement.....	iv
Table of Contents.....	vi
List of Tables.....	ix
List of Figures.....	x
List of Abbreviations.....	xi
Chapter 1. Introduction.....	1
1.1. Study Background.....	1
1.2. Research Significance.....	5
1.3. Purpose of the Study.....	7
1.4. Reseach Questions.....	8
Chapter 2. Literature Review.....	9
2.1. Social Inclusion and Exclusion.....	9
2.1.1. Social Inclusion.....	9
2.1.2. Social Exclusion.....	11
2.2. Social Inclusion Through Sports.....	13
2.2.1. Sport Inclusion.....	13
2.2.2. “Sports for All”.....	15
2.3. Sport Practice for People with Disabiities.....	17
2.3.1. Adapted Sports.....	17
2.3.2. Paralympic Movement.....	19
2.3.3. The Contribution of Sport Practice.....	23
2.4. Guatemalan Context.....	26

2.4.1. Guatemalan National Olympic Committee Framework	26
2.4.2. Guatemalan National Paralympic Committee Framework	28
2.4.3. Sport Inclusion Policies for People with Disabilities.....	28
2.4.4. Response of National Federation to Inclusive Response Programs.....	30
Chapter 3. Methods.....	32
3.1. Research Design.....	32
3.2. Data Collection	34
3.2.1. First step: policy analysis	34
3.2.2. Second step: organizations awareness of inclusion policies	34
3.2.3. Third step: outcome on athletes with physical disabilities....	37
3.3. Data Analysis	38
3.3.1. Data analysis	38
3.3.2. Trustworthiness	40
Chapter 4. Findings.....	41
4.1. Existing Policies	41
4.2. Organization awareness of inclusion policies	51
4.2.1. Interview Analysis	51
4.3. Outcome of the existing sport programs	66
4.3.1. Interview Analysis	66
Chapter 5. Discussion and Conclusion	70
5.1. Discussion	70
5.1.1. Existing policies	71
5.1.2. Organization awareness of inclusion policies	73
5.1.3. Outcome of the existing sport programs	76

5.2. Practical Implications.....	77
5.3. Limitations and Further Research Opportunities.....	78
5.4. Conclusion	79
References	82
Appendixes	91
Appendix 1. Interview Questions – National Federations/Associations..	91
Appendix 2. Interview Questions – Athletes	93
국문초록	95

List of Tables

Table 1. Life condition increased by aged.....	4
Table 2. List of Organizations Invited to Participate in the interviews.. 오류! 책갈피가 정의되어 있지 않습니다.36	
Table 3. Characteristics of the participants	37
Table 4. Characteristic of athlete participants	38
Table 5. Policies that support the inclusion of people with disabilities in Guatemala.....	43
Table 6. National Laws that support the inclusion of people with disabilities in Guatemala.....	46
Table 7. List of National Federations Considered for Policy Analysis	50
Table 8. Thematic analysis for RQ2.....	52
Table 9. Thematic analysis for RQ3.....	67

List of Figures

- Figure 1. Adapted Sport by the FADN, 2019.....31
- Figure 2. Steps of Bardach's (2000) Eightfold Path 오류! 책갈피가
정의되어 있지 않습니다.33
- Figure 3. Summary of the Documents Considered for Policy Analysis.....42

List of Abbreviations

APPRADIO - Analysis Questionnaire: Sports Habits, Demographic Study and Promotion Measures

CDAG - Autonomous Sports Confederation of Guatemala

CEA - Conferencia Estadística de las Américas

CONADER - National Council for Sports and Recreation

CONADI - National Council for the Care of People with Disabilities

COPAG - National Paralympic Committee of Guatemala

CRPD - Convention on the Rights of Persons with Disabilities

ENDIS - National Survey of Disability in Guatemala

EU - European Union

GNOC - Guatemalan National Olympic Committee

IF - International Federation

IOC - International Olympic Committee

IPC - International Paralympic Committee

MRD - Sports Performance Models

NF – Sport National Federation

OAS - Organization of American States

PNDEFER - National Plan for Sports, Physical Education and Physical

Recreation

SDGs - Sustainable Development Goals

UNDP - United Nations Development Program

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNICEF - United Nations Children's Fund

Chapter 1 . Introduction

1.1. Study Background

The Article One of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) says that “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (Naciones Unidas, 2006).

In the same Convention, although the word ‘disability’ was not defined, a distinction was made between the concepts of difference and disability, which are not the same when we want to define a person with a disability. The differences should be interpreted as characteristics of the people and not as the cause of the disability per se. Then, according to different scholars, it can be summarizing that, when referring to people with disabilities, we refer to people with physical, sensory, intellectual, or psychosocial characteristics that can limit development, mobility, or communication (Field et al., 2007; Fitzgerald, 1999; McDermott & Turk, 2011; Schur et al., 2013). The characteristics mentioned above should not be confused with erroneous concepts or terminologies misused as ‘special

abilities', 'special people' or 'differently abled'. Similarly, it is incorrect to refer to a person with a disability with derogatory terms such as 'the deaf', 'the blind', 'invalid', 'handicapped', 'retarded', considering that disability is not an adjective of the human being (United Nations, 2006).

Social disadvantage plays a very unfortunate role in the daily reality, where it is a fact that people with disabilities have suffered at some point in their lives, some type of discrimination or social exclusion (García & López, 2012). Social exclusion is part of an inescapable reality, which although it is a significant challenge, it is a problem that must be addressed in order to find the appropriate solutions to eradicate it (Cabrera et al., 2005).

According to DeLuca (2013), there are four ideas for inclusion: normative, integrative, dialogic, and transgressive. The author suggests that for there to be a normalization within the normative idea of inclusion, the normalization of the minority group, in this case, people with disabilities, is essential so that they can be included in what is considered normal.

However, due to the perception that exists about the relationship, considering them as opposite one from each other, there is the erroneous idea that solutions related to social exclusion are promoting social inclusion (Haudenhuyse, 2017).

Within the context of social inclusion and the relationship it represents

in the practice of sport, a positive contribution can be made to promote social inclusion through a continuous process of transformation through inclusive sports practices (Schailée et al., 2019). Len Barton, as quoted in Armstrong (2003), says that “inclusion is about the participation of all children and young people and the elimination of all forms of exclusionary practice”.

1.1.1. Statistical Data on Disability:

Worldwide, it is estimated that more than one billion people live with some types of disability, around 15% of the total world population; of which, almost 200 million affect their functioning significantly. Most of the population with disabilities (80%) live in a country with medium or low income (CONADI et al., 2016). According to Cisternas (2010), the United Nations indicates that more than one billion people in the world have one or more dysfunctions, whether physical, sensory, psychic, or intellectual. UNICEF mentions that 200 million children have a disability and according to the United Nations Development Program (UNDP), 80% of people with disabilities live in developing countries. According to UNICEF, 30% of people with disabilities are homeless and 90% of children with disabilities do not attend schools (Cisternas, 2010).

According to data, from 2001 and 2013, in the Latin American and Caribbean Region, more than 70 million people live with a disability, 12.5%

of the total population of the region, which represented 12.6% of the total population of Latin America and 6.1 % of the Caribbean countries (Conferencia Estadística de las Américas (CEA), 2014).

The National Survey of Disability in Guatemala, ENDIS 2016, shows that, with a total of 15.83 million inhabitants by that time, was stimated that 10.2% of the Guatemalan population live with a disability, which means, more than 1.6M people. Among the outstandings results highlight that one of every three families lives at least one person with disabilities. The results of this repors shows that the discapacity increases with age as show on the **오류! 참조 원본을 찾을 수 없습니다.** According to the results, 5% of children from ages of 2 and 17 have a disability; young people and adults between 18 and 49 years old, represent a 12% of this population; and 26% of people over 50 years of age Of this data, only 4% have access to general services (CONADI et al., 2016).

Table 1

Life condition increased by aged

Population by age	People with some disability (%)
2 – 17	5%
18 – 49	12%

50 +

26%

Although the number of people with disabilities in the country amounts to more than 1.6M people, there are only two successful cases of Guatemalan athletes with disabilities who managed to stand out worldwide despite their physical limitations. The first case is about Rolando De León, who suffered of poliomyelitis in 1970, an athlete who competed in adaptive weightlifting raising the name of Guatemala by positioning himself as two-time world champion. The second case of pride for the Guatemalan representation is Raúl Anguiano, European badminton champion in 2006, who has a right partial hemiparesis (Tavosnanska, 2009b).

1.2. Research Significance

“Disability need not be an obstacle to success. I have had motor neurone disease for practically all my adult life. Yet it has not prevented me from having a prominent career in astrophysics and a happy family life”.
Stephen W Hawking¹.

The United Nations on the 2030 Agenda and the 17 Sustainable Development Goals promise to work together and in solidarity to achieve total inclusion under the principle of ‘no one behind’. In September 2015, the

¹ Stephen Hawking, first ever world disability report, 2011.

General Assembly adopted the 2030 Agenda for Sustainable Development, which includes 17 Sustainable Development Goals (SDGs). Based on the principle of ‘no one behind’, the new Agenda emphasizes a holistic approach to achieving sustainable development for all. And although disability is mentioned in 5 specific objectives, Goal 10: reduction of inequalities, emphasizes the **social**, economic, and political **inclusion** of people with disabilities (United Nations, 2016).

González Aragón de Berger (2009) as cited on (Tavosnanska, 2009a) suggests that “disability is conceived as a transversal axis, [...] given that it speaks of equal opportunities and conditions where sport should not admit qualifying adjectives.” Suggesting sport to be used as a tool for the development and strengthening of values and principles to eradicate discrimination.

The primary and fundamental objective should be the maximum development; that is, the fully potential of physical, psychological, technical, and tactical capacities according to their individual evolution and their sporting experience and not to focus on limitations as it has been historically (Ana Luisa Molina Gálvez, 2006 as cited on (Tavosnanska, 2009a)).

Prioritizing sport as quality of life is an aspect that limits and marginalizes everyone who does not have sports skills and abilities. In this

sense, the practice and promotion of sports habits is not aimed at the development of the fundamental rights of the person, a situation that is opposed to what is stipulated by the World Health Organization that states that sport is an inherent right of the human being (Ana Luisa Molina Gálvez, 2006 as cited on Tavosnanska, 2009a).

Social exclusion and discrimination against people with physical disabilities is a reality in Guatemala. This study aims to identify the behavior and responses of National Sports Federations and Associations to inclusive participation in different sports. This research intends to:

a) Investigate sport as a strategy to raise awareness about the functional diversity of people and the importance of awareness programs about people with disabilities in the country.

b) Provide a deeper understanding for relevant institutions to develop and promote policies to increase the participation rate of people with physical disabilities.

c) Study the importance of the implementation of sports programs within National Sports Federations and Associations to fight discrimination.

1.3. Purpose of the Study

The purpose of this research is to understand sport as a strategy to raise awareness about the functional diversity of people and as an instrument

to highlight the importance of integration and equal participation of all people as a significant step towards inclusion in society, through sport policies:

a) Examining how sport institutions have implemented programs based on the existing policies in Guatemala. Therefore, present the facts and findings to the applicable institutions to reiterate the importance of the monitoring and evaluation of the policies in place, to accommodate people with physical disabilities; b) exposing the outcome of different experiences of athletes in unequal context of social exclusion in which sport practice is an instrument of integration into society.

1.4. Research questions

This study considers the following research questions:

RQ1. What policies are in place that support social inclusion of people with physical disabilities in the context of National Sport Federations in Guatemala?

RQ2. In what way do National Federations/Associations respond to and manage inclusion policies for people with physical disabilities?

RQ3. How have the actions taken by the federations, related to inclusion policies, benefited athletes with physical disabilities socially?

Chapter 2. Review of Literature

2.1. Social Inclusion and Exclusion

The Charter of the Organization of American States (OAS) defines offering to man “a land of freedom and a favorable environment for the development of their personality and the realization of their just aspirations”; through which it is intended to promote full social participation through actions that can also promote the culture of acceptance of diversity and the reduction of discrimination. All these actions are part of a process of social inclusion that aim to empower groups in a state of vulnerability to reduce the gap of inequality and disadvantage faced by society (Muñoz & Barrantes, 2018).

2.1.1. Social Inclusion

In the literature review on social inclusion and exclusion, Nabin Rawal (2008) mentions that social inclusion has not been defined by itself and that its definition is related to social exclusion, as if both were sides of the same coin. Cameron (2006) adds that, due to the bad or deficient interpretation of the definition, the attention falls on the opposite of social exclusion. While Cobigo, Ouellette-Kuntz, Lysaght and Martin (2012) talk about social inclusion as a right and as a goal of coexistence within a community. Summarizing, that social inclusion leads to interpersonal

activities, access to resources and having a sense of belonging to a group, representing the participation and commitment of society in general.

Social inclusion is not a simple or ambiguous concept (Lindsay, 2003), this is often used to represent the fight for equality and social justice (Hodkinson, 2012), as Hickey and Du Toit (2007), say related to a storyline that assumes that social inclusion or integration is the opposite of social exclusion and is therefore good and desirable.

The European Union (EU) defines social inclusion as “a process that ensures that people at risk of poverty and social exclusion increase opportunities and resources to actively participate in economic, social and cultural life, and that, consequentially, enjoy living and well-being conditions that are considered normal in the society in which they live” (Reina, 2017).

According to Fairclough (2000) and Levitas (2005), the concept of social inclusion can be understood as a movement for equality seeking to redistribute opportunities, as an attempt to social reconciliation, highlighting democratic values in a globalized world. Therefore, when referring to an ‘inclusive society’, it refers to the facilitation of democratic social participation, through responsive support that contributes to the positive impact of the quality of life of all individuals, respecting the diversity of backgrounds, interests, skills and/or knowledge (Valet, 2018).

Certainly, the concept of inclusion is predestined to have different acceptances, depending on the country where is being questioned. According to Muntaner (2010), this concept is related to situations of poverty or marginal contexts, but which, for the most part, are linked to inclusive participation in the social life of people with disabilities. Díaz Velázquez (2010) indicates that in order to understand the meaning of inclusion, it is necessary to clarify the meaning of social exclusion suffered by some people with disabilities; many times, due to the lack of agreement on what constitutes social inclusion, which means that there is no real way to determine or measure the real impact (Cobigo et al., 2012).

2.1.2. Social exclusion and its consequences

Social exclusion is described as the lack of opportunities and participation in the social, political and/or economic environment, as a result of a rupture between society and the individual that excludes them from collective support (Buckmaster & Thomas, 2009).

Bailey (2005), refers to Social Exclusion as “a shorthand label for what can happen when individuals or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown”. According to this concept, exclusion can refer to the lack of access to power,

knowledge, facilities or services and opportunities (Bailey, 2005; Link & Phelan, 2001). However, social exclusion, as explained by Morgan C., Buns T., Fitzpatrick R., Pinfold B., Priebe S. (2007), it remains as a concept that is not yet well defined, since in many cases it is confused with poverty, deprivation, social disadvantage, or discrimination, continuing with Sherwin's (2010) explanation, that “exclusion and social inclusion are considered to have a binary and exclusive relationship: if you are not excluded, you are included”.

Social exclusion entails a reduction of the participation of a person in social life, as well as a devaluation and negative perception of themselves and of society. It is also usually accompanied by negative effects, of a physical or psychological nature. Those who suffer from social exclusion tend to feel marginalized, powerless and in a situation of inferiority. This situation can lead to psychological consequences such as low self-esteem, low motivation to achieve, anxiety, isolation, lack of identity, disorientation, external locus of control and depression. Also, as it can be seen that when children grow up, due to the scarcity of opportunities and reduced income in their families, they end up joining gang groups. (De León, 2016, p. 6).

Concisely, when we speak of social exclusion, we refer to the rupture of personal identity, leaning on one of its two axes: the socio-relational axis, which refers to the social and supportive bond with the people around us, like family, friends, colleagues, etc.; and the socio-economic axis, which links us

to the employment term and its fundamental component is the economic capital that allows us to have material goods (Cabrera et al., 2005).

2.2. Social Inclusion through sports

2.2.1. Sport Inclusion

“There is international enthusiasm for the idea that sport can contribute to ‘social inclusion’ strategies” (Kelly, 2011). Currently there are many initiatives of social inclusion programs through sports and other activities, aimed at young people, which although as Kelly (2011) expresses, the processes of these interventions that promise social inclusion require more research; Government Departments and sports organizations in the UK have suggested that sport can be used as a tool to contribute to ‘youth crime reduction’ and ‘social inclusion’ strategies (Central Council of Physical Recreation, 2002; Department for Culture, 1999).

"It is believed that participation in sports activity opens a channel for young people to obtain advice and information on a wide range of health, social, educational and employment issues" (Sport England, 2005). The EU (2007a) affirms that sport can be used as an effective tool for social inclusion and aims to develop programs that benefit people at risk of exclusion accompanied by measures that allow access to sport and leisure. In the same context, it can be indirectly related to social inclusion in sport, social cohesion,

and community development since it is often claimed that sport has the power to unite people of ethnic, cultural and class divisions (European Commission, 2007b).

The EU (2007b) declares that "sport contributes in an important way to economic and social cohesion and to more integrated societies." Emphasizing that all people must have access to sports, so it is necessary to cover the needs of the least favored people, valuing the power of sport in people from less privileged environments. However, since social inclusion and sport are not only associated with the collective sphere but with the individual impact on people, such as with physical well-being and the improvement of self-esteem, it is "fundamental to understand them as a right" and consider their practice as a personal decision regardless of the context of their participation (Kiuppis, 2018).

In a study of the Fight for the Social Inclusion in Spain, Cabrera et al. (2005), mentions some of the most favorable social relationships caused by sport: ease of integration and inclusion in groups, development of sociability with teammates and people with whom they surround themselves during training and competitions, learning to work as a team, create discipline and respect. According to Hernández Vásquez (2000), sport undoubtedly promotes inclusion, favoring and improving key tools for the incorporation

of vulnerable people; it promotes levels of satisfaction and positive effects on the participants and their social environment (García & López, 2012). “Sport will promote autonomy, independence and family and social inclusion.” Through sports practice, people can develop skills and abilities providing self-sufficiency (Gachancipa & Wiswell A., 2004), improving the quality of life and promoting inclusion in all personal areas (Lisbona, 2006).

Inclusive participation goes hand in hand with creating a culture of three complementary rights that determine the quality and quantity of its practice. Overcome exclusion by respecting the right of access, overcome segregation through the right to share and overcome welfare through the right to choose. Although combining competition and inclusion can be one of the most arduous challenges in a society with a dominant sports culture, interesting ideas focused on inclusive participation in sports can be contributed (Valet, 2018).

2.2.2. “Sports for All”

The 14th World Conference on Sport For All, Beijing 2011, declared that “Sport For All is a movement promoting the Olympic ideal that sport is a human right for all individuals regardless of race, social class, ability or sex.” It also indicates that “The movement encourages sports activities that can be exercised by people of all ages, both sexes and different social and economic

conditions.”

In 1966, the idea of Sport For All was launched, in compliance with the doctrine of Olympism, by Pierre Coubertin (Coubertin & Carl-Diem-Institut., 1966), who sought with this initiative to democratize sport and make it accessible to the entire population regardless of their physical abilities. Over time, many international organizations have categorized sport as a tool that provides not only sporting results, but also as a promotional tool that helps the development of society, human rights, and human dignity, gaining support from organizations such as UNESCO, The Red Cross and the United Nations Office on Sport for Development and Peace (Kirakosyan, 2019).

Another concept of Sport For All “is related to provide opportunities for groups considered vulnerable due to being socially excluded: usually refugees, orphans, children or young delinquents or people who use illegal substances and people who require mental health services (Morris et al., 2009). While sport is certainly a scenario to make a difference in equality, the idea of Sport For All is not so clear. It can be understood as a universal approach to sports participation without special approaches. However, if from the beginning the differences or inequalities of the participants are emphasized, then, the term of Sport for all, it is not exactly an inclusive term (Kelly, 2011).

Thereafter, if Sport For All is determined to be related to social

inclusion, the programs offered for children and young people must have adequate activities to attract this group. However, student-age children are more likely to play sports while attending school (Kelly, 2011), for this reason, it is important that programs are adapted to be made locally during free time, emphasizing that these programs must be adapted to the structural conditions of the initial exclusion, which includes different factors such as facilities, transportation, responsible people or caregivers (Collins, 2004). However, if we then focus the concept of Sport for All to people with disabilities, "what right is it talking about? Is it just a right of 'access 'or also a right to 'share'?" (Valet, 2018). Institutions often forget that to be inclusive they have to be accessible, so, following Valet's (2018), questioning is there a limited access to different activities or a wide access to joint activities? because if there is no accessibility there is no participation. These two go hand in hand, and if they do not coexist, they could be implemented guaranteeing the right of participation (Valet, 2018).

2.3. Sports practice for people with physical disabilities

2.3.1. Adapted Sports

Adapted sport is known as sport for people with disabilities, which is used to address diversity and facilitate inclusive participation in sport. For this, there are several features and specific parameters depending on the

context and the integration model to be performed. Among its functions is to sensitize society and use sport to focus and normalize diversity (Hernández Vázquez, 2000). Based on a concept of equal opportunities, adapted sport is based on three fundamental pillars: a) adequate access to sports facilities for athletes, b) adequate access to sports facilities for spectators and c) necessary support so people with disabilities can practice sports. Through which it is highlighted that sport for people with disabilities is an important tool for integration and equality (European Commission, 2007a).

Reina (2017) summarizes that adapted sport focuses on sports modalities that have been adapted/modified to facilitate the practice of people with disabilities, but that its meanings range from the therapeutic or health model, recreational or sport for all. Through these adaptations and the accommodations that the person with a disability must face, it is known as social adaptation. The adaptation has facets that will favor sports practice, structuring itself from biomechanical adaptation, if necessary, stimulation techniques, psychological support, reduction of disruptive behaviors to the increase of social interactions (Hernández Vázquez, 2000).

According to the words of Alberto Jofre, Managing Director of the Spanish Paralympic Committee, the integration of athletes with disabilities to sports federations for sport practice have produced an increase in those who

practice physical activity and the number of people with disabilities who practice sports, that creates a benefit favoring inclusion and increasing the cohesion of the social fabric, offering equal opportunities (Reina, 2017).

When we focus on adapted sport competition, there are three fundamental events for people with disabilities: a) the Paralympic Games, for which their participation is for athletes with physical disabilities, b) Special Olympics World Games, in which athletes participate with intellectual disabilities, and c) Deaflympics, which are the Olympics for deaf athletes (Pérez Tejero et al., 2012).

2.3.2. Paralympic Movement

The Paralympic Games are organized by the International Paralympic Committee (IPC), which was founded in September 1989. It is formed by the International Sports Federations, the National Paralympic Committees, the Sports Organizations for the Disabled and Regional Organizations; They were first held in 1960 and have been held every four years since (Van Dijk et al., 2017). The Paralympic Movement was born from the idea of promoting inclusion and equality for people with disabilities, encouraging the opportunity for participation. The IPC, in its continuous struggle to achieve adequate representation, continues to promote sports initiatives and movements to guarantee equitable access to sports for people

with different types of disabilities (Blauwet & Willick, 2012). From what we can say, the Paralympic Games are mainly focused on promoting the development and participation of people with disabilities (Van Dijk et al., 2017), regardless of what type of disability they have, they all share the same aspiration to participate, develop and outshine in the sport they practice, which creates a sports community of athletes achieving inclusion (Brittain, 2016). Because sports are adapted to different participation contexts, it is important to recognize that there must be rules and parameters to guarantee participation equity and a classification system where impartiality is detailed, for this, a reliable classification system is of the utmost importance, because it guarantees fairness. It is important to recognize that it is not easy to prepare a fair competition for athletes who differ so much from each other. Therefore, the requirement of fair competition limits the opportunities and openness of participation, as athletes must undergo detailed scrutiny for fairness, requiring differentiation, dividing athletes into multiple groups rather than gather them. This also limits the number of athletes who can participate in these events (Van Dijk et al., 2017).

Article 31 of the United Nations CRPD (Naciones Unidas, 2006), establishes adults and children with disabilities must have access to leisure, recreation, and sport activities, both in environments inclusive as well as

specific. The IPC has 23 Paralympic summer sports and 6 Paralympic winter sports. Each of these sports have different eligibility criteria, which means not all disabilities can participate, depending on the nature of the sport. Of these 23 sports, 20 are for athletes with physical disabilities.

Bantjes and Swartz (2018), refer to the importance of the Paralympic Movement as a tool to promote social inclusion. There are many benefits that the practice of community sport entails, reducing feelings of isolation and rejection, promoting social interaction and a sense of belonging, as well as cohesion and social development (Hansen et al., 2005).

For people with disabilities, sport represents something of value; not only provides them with health benefits or as a means of rehabilitation (Klapwijk, 1986), it also serves as a tool for social interaction. Groff (2009), refers of positive results in the quality of life of people with disabilities who practice sports.

The United Nations states that “sport can integrate persons with disabilities into society, providing an arena for positive social interaction, reducing isolation, and breaking down prejudice. Sports programmes for the disabled are also a cost-effective method of rehabilitation. They are highly therapeutic, improving motor skills and increasing mobility, self-sufficiency and self-confidence.” (United Nations, 2003).

It is important to mention that The Paralympic Games have had a

positive acceptance when it comes to political transformation and social inclusion. The most received criticism is that they challenge the useless stereotypes about people with disabilities, emphasize the achievements of disabled people instead of the disability as such, giving a change to the attitude of the recipient; provide athletes with a space where social oppression does not exist; create an adequate space for athletes to form their own social identity (Bantjes & Swartz, 2018). According to Gold and Gold (2007), there is a positive impact in many parts of the world, which has forced an ideological change on the perception of disability, which has increased the acceptance of such participation due to the recognition that athletes have achieved challenging prevailing stereotypes and assumptions. Although the Paralympic Movement is not all about positiveness. There are criticisms and questions about the inequality and separation of this 'inclusive' participation. In 1988, in Seoul, the Summer Olympic Games and the Paralympic Games were held for the first time, in the same place (International Paralympic Committee, 2006). This is a practice that continues to this day. Gold & Gold (2007) question whether social inclusion is really promoted or in its effect inequality and segregation overlaps. Being two organizational structures that promote Olympism, there are discrepancies that make think they have a different approach. The motto of the International Olympic Committee (IOC)

is 'Faster, higher, stronger', pushing human physical capabilities, while the IPC is 'Spirit in motion' (Blauwet, 2005). Kell et al. (2008), mentions studies on processes that link the Olympic Games with stereotypes and mythologies about the idea of the perfect body. There is also the possibility that the representation of Paralympic athletes, in the media, creates a wrong image and thus devalues the achievement of this inclusive practice. Therefore, the representation of sport for people with disabilities can be decontextualized, which can be perceived as affecting the achievement of social inclusion (Bantjes & Swartz, 2018).

In conclusion, the Paralympic Games have played a very important role in promoting inclusive sport and in the contribution that may exist to the perception of disability or the acceptance of diversity in people. However, there are negative aspects in each intervention; it is inevitable that by wanting to include through sport, the non-elite athletes, are excluded. But in general, the achievement is quite high. There are still real challenges that represent an increase in the access of people with disabilities to the benefits of physical activity (Bantjes & Swartz, 2018).

2.3.3. The Contribution of sport practice

Based on a concept of equal opportunities, adapted sport is based on

three fundamental pillars: a) adequate access to sports facilities for athletes, b) adequate access to sports facilities for spectators and c) necessary support so people with disabilities can practice sports. With which it is highlighted that sport for people with disabilities is an important tool for integration and equality. People with disabilities continue to face problems with access to sports or sports facilities. In many opportunities, access is more limited for children with disabilities who cannot perform the same activities as their mates, in physical education classes, so the habit of practicing sports is not acquired from an early age and it leads to group segmentation (European Commission, 2007a).

The Nice Declaration emphasizes that “sporting activity should be accessible to every man and woman, with due regard for individual aspirations and possibilities.” Likewise, it recognizes that “for the physically or mentally disabled, the practice of physical and sporting activities provides a particularly favorable opening for the development of individual talent, rehabilitation, social integration and solidarity and, as such, should be encouraged” (European Parliament, 2020). Accessibility to sports practice is a right that must be guaranteed to all people, without forgetting that adaptations must be made according to the need of each athlete with disabilities to promote sports participation (European Commission, 2007a).

Although, as explained by Booth et al. (2002), the concept of participation is related to inclusion, Fougeyrollas (2010) highlights that, “more inclusion means more participation, quantitatively and qualitatively; but more participation does not always mean more inclusion, because segregated participation is possible”. Therefore, when we refer to an inclusive society, a democratic and integrated participation that supports the idea of inclusivity must be facilitated (Valet, 2018).

Kiuppis (2018) cites that sport ensures access to the issue of social inclusion for people who practice it, considering that it is very likely that people with disabilities have suffered from less favorable experiences compared to those of their mates or competitors without disabilities. The lack of opportunities, trained personnel, adequate programs, and very few adapted facilities are some of the barriers that affect being able to involve people with disabilities, added to the lack of information and promotion of the existing programs (DePauw & Gavron, 2005).

Sports participation not only contributes to social inclusion, it helps physical well-being and increases the self-esteem of the people who practice it, but the access to this must be a right, with integration and inclusion approaches (Kiuppis, 2018).

Sport for people with disabilities can be approached in two different

ways: a) practice of sport and group inclusion with people without disabilities, and b) practice and physical activity of people with and without disabilities, held together (Pérez Tejero et al., 2012) .

In summary, sport plays a unique role in social life. Within this context, the impact and difficulties or obstacles that people with disabilities face for their participation and during the competition can be analyzed (Valet, 2018).

2.4. Guatemalan Context

Citizens with disabilities represent more than the 10% of the population of Guatemala (CONADI et al., 2016), according to a population of 15.83 million people. There is no official data on how many athletes with disabilities there are throughout the country; it is estimated there are no more than 500 and the situation of many is the practice of sports for recreation, without the supervision of qualified coaches, or a systematic training plan. There are no more than 30 athletes who try to practice the sport with the importance required for high performance level (Alvarado, 2021).

2.4.1. Guatemalan National Olympic Committee Framework

The Guatemalan National Olympic Committee (GNOC) is a non-profit organization, serving as the National Olympic Committee on

Guatemala and part of the International Olympic Committee (IOC) and the Pan American Sports Organization. It was formed in 1947; it was recognized by the IOC that same year and according to the constitutional framework has a total autonomy (Comité Olímpico Guatemalteco, n.d.).

Under Article 92 of The Political Constitution of the Republic of Guatemala, the Sport System in Guatemala is regulated by two governing institutions, the Guatemalan National Olympic Committee (GNOC) and the Autonomous Sports Confederation of Guatemala (CDAG by its acronym in Spanish), (Asamblea Nacional Constituyente 1985) which are independent and autonomous institutions working on a Joint Management Model to achieve the best institutional results.

On the same Political Constitution, the Article 91 states that 3% of the General budget of Ordinary State Revenues shall be dedicated to promoting physical education and sport; from this allocation, 50% will go to federated sports sector; 25% will go to physical education, recreation, and school sports and the 25% remaining will go to non-federated sports.

Although the GNOC is listed as an autonomous entity, they depend, 95% of their income on the Budget Allocation mentioned above. There is a communication capacity between the GNOC and the Central Government to deal with issues of the sports system in Guatemala, thanks to the Coordination

of the National Council for Sports and Recreation (CONADER by its acronym in Spanish); who is also in charge of the preparation of the National Sports Strategic Plan, for which GNOC plays a very important role for the relevant interaction and support that provides to this institution (Gúzman Sánchez & Amézquita Garcia, 2020).

2.4.2. Guatemalan National Paralympic Committee Framework

Unlike the GNOC, the National Paralympic Committee of Guatemala, (COPAG by its acronym in Spanish), is a non-profit civil organization registered under the Ministry of the Interior. Neither the Political Constitution of the country nor the National Law for the Development of Physical Culture and Sports recognize the COPAG as the governing body of the sport for people with disabilities. It receives voluntary donations from the governing entities of federated sports in Guatemala (Alvarado Alvarado, 2021). Despite the donations, GNOC contributes with financial support for competitions, training, and sport camps; there are several inter-institutional support projects that are being managed to improve the conditions of athletes, also inclusion within the Interinstitutional Commission on Disability along with CONADER (Alvarado, 2021).

2.4.3. Sport Inclusion Policies for People with Disabilities

One of the principles of the National Plan for Sports, Physical

Education and Physical Recreation, for the period 2014 – 2024, is equality; within the cross-cutting approach, disability, it is mentioned:

It refers to each of the programs, projects, institutions, etc. who are part of the PNDEFER², must ensure that the fundamental rights of the population with disabilities are addressed and respected. This should translate into that the call must include them, and that the necessary facilities and adjustments must be made so that their participation is active and inclusive (CONADER, 2014, p. 30).

Said Plan, also mentions that it is aligned to the contribution of the Sustainable Development Goals but does not take into consideration the SDG 10: Reduction of inequalities (Alvarado, 2021).

There is a lack of inclusive policies withing the sport governing institutions in Guatemala, lack of investment in sport for development at the ground level, thus focusing resources on training coaches to work with athletes with disabilities. CDAG and GNOC, establish within the Sports Performance Models (MRD), the option for the Sport National Federation (NF'S) of working with adapted sport or with social responsibility programs with people with disabilities, but with a requirement level too low, that the is

² National Plan for Sports, Physical Education and Physical Recreation, PNDEFER by its acronym in Spanish.

not enough importance to this (Alvarado, 2021).

2.4.4. The Response of National Federation to Inclusive Sport Programs

The Sport Work Plan of the COPAG, for the year 2021, shows an analysis of the current situation of the Paralympic sports and its response in Guatemala, displaying that out of 23 Paralympic sports, only 7 NF's have a systematic sports development process. Less than 10 NF's are in an initial stage or with a medium development level, with a low number of athletes, but with the desire to develop the sport in a systematic way. The rest of the NF's do not have a sports development process for people with disabilities in Guatemala. The analysis concludes that the number of athletes nationwide is very few, lack of support programs for the training of human resources; there is a higher interest on the existing athletes than on the capture of new talents; and that the average age of the athletes exceeds their ideal age for sport development (Comité Paralímpico Guatemalteco, 2021).

Figure 1

Adapted Sport by the FADN, 2019



Within CDAG, the Adapted Sport Unit, in 2019, reported (Figure 1) the number of Paralympic Sports and the contribution to the sports system (Paredes, 2021).

Chapter 3. Methods

This chapter describes the research approach chosen for conducting this research study and the tool to respond suitably to the research questions. The main objective was to identify and explain the research model, who were the participants considered for this study, explain how the data was collected, the tools that were used and the analysis of the results.

3.1. Research Design

The design for this research was based to better understanding of a particular reality, defining, and identifying in a precisely way the problem and the course of action, therefore, a qualitative, multi-method study design, was chosen as the best option for this research.

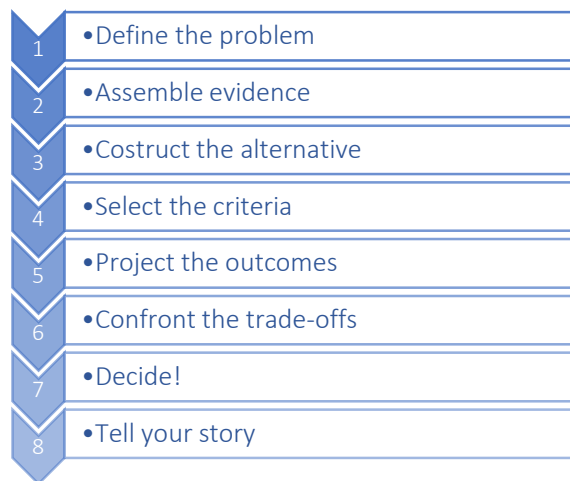
As qualitative research is a comprehensive approach that allows the researcher to investigate society and people's behavior, letting the participants express their own words to describe different situations. This method allows the researcher to examine the data and interpretate the results based on the synthesis of the words and actions of people (Hogan et al., 2009).

The research design of this study was structured in three steps, to answer one of each research questions. The first step, analysis of policies related to the inclusion of people with physical disabilities in the National Sport Federations in Guatemala. The scope for this step only focused on the

first three steps of the Eightfold Path (Figure 2) for policy analysis described by Bardach (2000), wherein the analyst defines the problem, assembles evidence, and considers alternatives.

Figure 2

Steps of Bardach's (2000) Eightfold Path



For the second question, a theoretical concept of policy enactment (Ball et al., 2011; A. Braun et al., 2011) was used to respond how do Federations and Association respond to and manage inclusion policies? using a direct approach, with semi-structured interviews drawn on the work of Jeanes et al., (2018) adjusting the subjects to the context of this research.

The third and last step of this research design, consisted of a

qualitative interview that was used to obtain in-depth data from the interviewees, with a flexible, informal design called ‘interviews as conversations’ by Burgess (1984), with open-ended questions drawn on the work of (Svanelöv et al., 2020) and (Wickman, 2015), combined with the Analysis Questionnaire: Sports Habits, Demographic Study and Promotion Measures (APPRADIO), presented by (Pérez Tejero, 2009).

3.2. Data Collection

3.2.1. First step: policy analysis

In order to select the samples, a nonprobability technique with a convenience sampling was used. Based on list of National Federations with a systematic sport development process for people with physical disabilities, presented on Figure 1, seven organizations were selected to conduct this step. Followed with the search of policies related to social inclusion and unified sport for athletes with physical disabilities, in each National Federation, in administrative proceedings, status and legislations, administrative codes, and regulations; using but not limited to the keywords: inclusion, social inclusion, unified sport, developmental disability, Special Olympics, Paralympics.

3.2.2. Second step: organizations awareness of inclusion policies

The target population for this step were the Sport Administrators (Sport Directors, Organization Managers, and/or Coaches) of the NF’s in

Guatemala.

The size of the sampling were the same seven organizations selected on step one and it was added the participation of the National Paralympic Committee of Guatemala, which is responsible for the Paralympic sport activities in the country and member of the International Paralympic Committee and the Paralympic Committee of the Americas.

The contact information of the organizations was obtained from their official website (refer to table 2). Within this sample, the organizations were invited to participate in this research through an informal communication through a social media message, followed by a formal email invitation once they had accepted the participation, describing the research aims, methodology, and the nature of the participation.

Most the interviews were conducted via zoom due to the geographic gap between the participants and the interviewer, except for two interviews that were gathered through face-to-face interviews. Each interview lasted about one hour each.

All interviews were conducted in Spanish as it is the official language of Guatemala, audio recorded with the verbal permission of every participant and transcribed in full.

Table 2*List of Organizations Invited to Participate in the interviews*

No.	Official Name	Official Website
1.	Guatemalan Athletics Federation	https://atletismofnagt.com/
2.	National Federation of Tennis	http://www.fedetenisguate.com/
3.	National Powerlifting Federation	https://www.fedepotencia.com/
4.	National Association of Equestrian of Guatemala	https://www.ecuestresdeguatemala.com/
5.	National Badminton Federation of Guatemala	https://www.badmintonguate.org.gt/
6.	National Taekwon-Do Federation	https://federaciondetaekwondo.com.gt/
7.	National Modern Pentathlon Sports Association	http://pentatlonmodernoguatemala.com/
8.	National Paralympic Committee of Guatemala	https://es-es.facebook.com/UAParalimpico/?ref=page_internal

All of the organizations listed above responded to our request, except for the National Association of Equestrian in Guatemala, who was tried to be reached in different occasions without luck. There was a total of 8 participants, since there was a response from two different participants from one of the organizations. Table 3 shows the main characteristics of the participants that responded to the interview.

Table 3*Characteristics of the participants*

Reference	Gender	Role in NF	Work experience
NF_1	Female	Sport Technical Assistant Manager	3 years
NF_2	Male	Sport Technical Coordinator	4 years
NF_3	Male	Sport Technical Director	10 years
NF_4	Male	Sport Technical Director	5 years
NF_5	Female	Sport Technical Coordinator	+15 years
NF_6	Male	Coach	17 years
NF_7	Male	Sport Technical Director	4 years
NF_8	Male	Coach	20 years

3.2.3. Third step: outcome on athletes with physical disabilities

This step aimed to explore athletes who are active members of NF's in Guatemala, targeting those with physical disabilities. A quota sampling procedure was utilized to recruit the participants, seeking to assure diversity, in gender, type of disability, and/or sport development levels. Sampling size was at least 4 athletes, which were contacted from the database provided by different National Federations/Associations. Participants in this step were also interviewed via zoom due to the geographic gap between the participants and the interviewer. Due to the time difference, an introductory message through WhatsApp was sent, detailing the purpose of the research and interview, and at the same time, requesting to schedule the best time to

perform the interview. It was also considered to receive parents' consent and companion if necessary. All interviews were conducted in Spanish as it is the official language of Guatemala, audio recorded with the verbal permission of participants and transcribed in full.

A total of 10 people was contacted to participate in the study, of which only 5 responded, due to the time restrictions related to work and academic commitments. Table 4 shows the main characteristics of the participants that responded to the interview.

Table 4

Characteristics of athlete participants

Reference	Gender	Age	Occupation	Type of disability	
Athlete_1	Male	39	Worker	Physical disability	Congenital
Athlete_2	Male	42	Worker	Sensory disability	Acquired
Athlete_3	Female	20	Student	Motor disability	Congenital
Athlete_4	Male	46	Worker	Motor disability	Congenital
Athlete_5	Female	17	Student	Physical disability	Congenital

3.3. Data Analysis

3.3.1. Data analysis

The nature of this study required a two-method data analysis. Directed content analysis was used for the policy analysis data to determine essential concepts to develop the study. The search of policies resulted in five

documents with information related to people with disabilities which were examined, categorized, interpreted, and manually coded to further exploration, (Gillispie, 2020):

- Type of policy
- Objective of the policy
- Factors explicitly mentioned on the policy
- Terminology used to describe social inclusion
- Entities involved with the policy
- Specificity of the policy to social inclusion

Regarding interviews, both were semi-structured and focused on how participants understood and responded to diversity and inclusion. The first interview addressed to sports organizations for their awareness of inclusion policies and how they utilized them to support an inclusive participation; and a second interview addressed to athletes with physical disabilities to expose the outcome into society, of their sport participation. Therefore, a thematic analysis approach (V. Braun & Clarke, 2006) was used to identify, categorized, and analyze the transcripts, then coded according to the themes, following the steps described by Braun and Clarke (2006), as follows: 1. Familiarizing yourself with the data, 2. Generating initial codes, 3. Searching for themes, 4. Reviewing themes, 5. Defining and naming themes, 6. Producing the report

to further validate the interpretation of the data.

A coding was assigned after carefully reading the transcripts to identify the most suitable category. A thematic coding method, according to Boyatzis (Boyatzis, 1998), can capture the qualitative complexity of the data being examined and can be included in the analysis and discussion of the study.

3.3.2. Trustworthiness

To validate the information and ensure credibility, this study was supported by two qualitative procedures applied during the data collection phase and during the data analysis process (Burnard et al., 2008).

For the policy analysis, dependability criteria were followed, with a peer examination strategy, by an expert in Political Management and Public Administration.

For data collection, the interviews allowed follow-up questions, repetitions, and reformulations, ensuring the full understanding between the interviewer and the interviewee. Thus, the transcriptions were analyzed referring to a credibility criteria using a triangulation strategy to determined that the themes that emerged have congruence and credibility (Anfara et al., 2002).

Chapter 4. Findings

This chapter describes the findings obtained from the analysis of the collected data, presented within three sections answering each of the research questions.

4.1. Existing Policies

4.1.1. Policy analysis

The purpose of the policy analysis was to examine the policies in Guatemala that support the inclusion of people with disabilities through sports, therefore applicable to the National Sport Federations. The unit of analysis was the country of Guatemala, where public documents, institutional and interinstitutional policies were analyzed to answer to the research question one (RQ1. What policies are in place that support social inclusion of athletes with physical disabilities in the National Sport Federations in Guatemala?) to this study, to determine the type of policies, its objective, the entities involved on the policy and the specificity of the policy to social inclusion, as summarized on the Figure 3.

Figure 3

Summary of the Documents Analyzed

EXISTING POLICIES

RQ1. What policies are in place that support social inclusion of athletes with physical disabilities in the National Sport Federations in Guatemala?

NATIONAL LEVEL			
#	Name	Type	Specificity to Social Inclusion
1	National Policy for Disability, 2006	Public Policy	Promote access to sports and equal opportunities for access to physical spaces in Guatemalan society for people with disabilities.
2	National Plan for Sports, Physical Education and Recreation, 2014-2024	National Policy	Sports participation under the principle of equality. Ensuring the promotion of accessibility for active and inclusive participation.
3	National Development Plan K'atun 2032	National Development Policy	Promote welfare and social protection for people with disabilities.
4	National Law for the Development of Physical Culture and Sports. Decree No. 76-97	National Law	Promote and disseminate activities related to physical education, physical recreation, and sport, in all its forms and manifestations.
5	Law of Attention to Persons with Disabilities. Decree No. 135-96	National Law	Guarantee equal opportunities for people with disabilities in cases such as ... sport. Eliminate any type of discrimination against people with disabilities.

INTER-INSTITUTIONAL LEVEL		
#	Name	Specificity to Social Inclusion
1	Agreement Number 10-2021 (CDAG-NF's Budget Allocation)	...having to implement the budget distribution, up to 20% for administrative expenses; up to 30% for attention and development of technical programs; and a minimum of 50% for sports promotion nationwide... (CDAG, 2021a, p.6)
2	Evaluation Processes of the Sport Performance Manual, 2021	The normative establish general guidelines for the fulfillment of an evaluation manual which is used for the budget allocation of each NF. Total score of 1000 points. 20 points correspond to the category of sport programs for people with disabilities.

INSTITUTIONAL LEVEL		
#	NF by sport	Documents that support inclusion of PwD
1	Badminton	Organizational Mission
2	Weightlifting	No such documents found
3	Taekwondo	Annual Operational Plan
4	Athletics	Institutional Strategic Plan
5	Modern Pentathlon	Multiannual Operational Plan
6	Tennis	No such documents found
7	Equestrians	Organization Mission Multiannual Operational Plan Annual Work Plan

At the time of the analysis, three documents at the national level were analyzed, considered public policies by their nature. Whose main objective agrees to guarantee access to comprehensive services and equal opportunities to promote socialization and recreation of people with disabilities. Table 5 shows a brief summary of the policies.

Table 5*Policies that support the inclusion of people with disabilities in Guatemala*

No.	Name	Type	Linked institutions	Specificity to social inclusion
1.	National Policy for Disability, 2006	Public Policy	<ul style="list-style-type: none"> • Autonomous Sports Confederation of Guatemala (CDAG) 	Promote access to sports and equal opportunities for access to physical spaces in Guatemalan society for people with disabilities.
2.	National Plan for Sports, Physical Education and Recreation, 2014-2024	National Policy	<ul style="list-style-type: none"> • Ministry of Culture, and Sports, • General Directorate of Physical Education, • CDAG, GNOC, 	Sports participation under the principle of equality, Ensuring the promotion of accessibility for active and inclusive participation.
3.	National Development Plan K'atun 2032	National Development Policy	<ul style="list-style-type: none"> • Ministry of Culture, and Sports. 	Promote welfare and social protection for people with disabilities.

While the National Policy on Disability (2006), created by the National Council for the Care of People with Disabilities, (CONADI by its acronym in Spanish) highlights that the problem of disability in Guatemala is that "People with disabilities have few opportunities to participate in

Guatemalan society", suggests a 'novel strategy' management with the commitment and participation of a list of different entities, for the monitoring and evaluation of its objectives, being the main to this matter, “to promote the prevention of disability... access to recreation and sports for people with disabilities, at a public and private level. Promote the equalization of opportunities for access to physical spaces... for people with disabilities and their families (CONADI, 2006, p. 21,24).

The National Plan for Sports, Physical Education and Physical Recreation 2014-2024 (PNDEFER) which constitutes a collaborative relationship with CDAG, GNOC and the Ministry of Culture and Sports, mentions disabilities in its principles, “the State shall ensure the right of children and adolescents with disabilities to receive free special care...” and in its cross-sectoral approaches, ensuring that “each of the programs that are part of the PNDEFER, must ensure the fundamental rights of the population with disabilities are addressed and respected”. Guaranteeing, “they must have the necessary facilities and adjustments, so their participation is active and inclusive” (CONADER, 2014, pp. 29–30), where the contribution of CDAG, governing body of the federated sport in Guatemala, is the systematic verification process to guarantee inclusion and compliance in all its programs.

Meanwhile, the National Development Plan K'atun (SEGEPLAN,

2014, pp. 182–185), limits itself to mention for this matter, the design and implementation of programs aimed for people with disabilities and other vulnerable population, to guaranteed therapy, socialization, and recreation.

As part of this research, two national laws were considered within this analysis as they were reflected important and related to an inter-institutional regulation that was likewise analyzed to understand the relationship between the programs that have been implemented within sport organizations and an evaluation manual that regulates the sports system of the National Sport Federations in Guatemala. Both documents were found through the searching of Institutional Policies.

Table 6 shows the summary of the national laws and the relationship to the two governing bodies of sport in Guatemala, CDAG and GNOC, as well as its contribution to the inclusion of people with disabilities through sport.

Table 6*National Laws that support the inclusion of people with disabilities in Guatemala*

No.	Name	Objective	Specificity to social inclusion
1.	National Law for the Development of Physical Culture and Sports. Decree No. 76-97	<p>Promote and disseminate activities related to physical education, physical recreation, and sport, in all its forms and manifestations.</p> <p>Encourage the participation of everyone in physical-sport activities in order to contribute to the improvement of the quality of life...</p>	<p>Article 87. The CDAG, withing its competence, is the governing body and hierarchically superior of federated sport in the national order. <i>Therefore, its attributions are:</i></p> <p>Article 90. H. Establish within its jurisdiction the objectives and goals for federated sport and assist in their realization.</p> <p>Article 95. D. Ensure that National Sport Federations adhere in their operation to what is framed in this law, duly complying with the execution of their programs and work plans and budgets.</p> <p>Article 95. P. Issue the necessary agreements and regulations for the fulfillment of the purposes of this law.</p>
2.	Law of Attention to Persons with Disabilities. Decree No. 135-96	<p>Guarantee equal opportunities for people with disabilities in cases such as ... sport.</p> <p>Eliminate any type of discrimination against people with disabilities.</p>	<p>Article 67. Access to non-federated sports and recreation.</p> <p>Article 68. Access to physical education and school sports.</p> <p>Article 69. Access to federated sport.</p>

The National Law for Development of Physical Culture and Sports was established under Decree number 76-97, by the Congress of the Republic of Guatemala, in order to regulate matters relating to the coordination, articulation and interrelation of the institutional sectors of physical education, non-federated sports, recreation and federated sports, within the territory of the Republic of Guatemala, as established in Article 1 of said law (Congress of the Republic of Guatemala, 1997, p. 2).

The Law of Attention of People with Disabilities, established under decree 135-96 (Congress of the Republic of Guatemala, 1996), has the purpose to be the instrument that establishes the responsibilities of the public and private institutions related to the comprehensive care of people with disabilities, ensuring full respect for their human rights and free self-determination. As a result of this law, the National Council for the Attention of People with Disabilities (CONADI) was created, having within its objectives to observe that existing public policies, plans, programs, and projects are fulfilled at the national level and to promote the awareness, education, and training for care of people with disabilities. Chapter 10, refers to the sport system, establishing the CONADI as responsible for the coordination with the Ministry of Culture and Sports, the compliance of the National Sports Law, guaranteeing all persons with disabilities have access to

the practices of sports and physical activity, as well as promoting actions so the CDAG includes within its structure the participation of athletes with disabilities (Congress of the Republic of Guatemala, 1996, pp. 48–49).

At the inter-institutional level, two relevant documents were analyzed, being the first, the Agreement Number 10-2021, from the CDAG, which corresponds to the budget allocation to the NF's for its proper operation during the current fiscal year, for which the NF's undertake to comply with the Technical Deputy Management of the governing body, the following provisions:

Comply with the norms, formats and established dates and the submission of the Annual Work Plan based on the budget allocation... having to implement the budget distribution, up to 20% for administrative expenses; up to 30% for attention and development of technical programs; and a minimum of 50% for sports promotion nationwide... (Autonomous Sports Confederation of Guatemala, 2021a, p. 6).

The second inter-institutional policy consist of the Regulations for the Evaluation Processes of the Sports Performance Manual, 2021, designed by the CDAG each year with the aim of aligning a management system and the strengthening of sport processes that seek integral technical development within the NF's. The normative stablish general guidelines for the fulfillment of an evaluation manual which is used for the budget allocation of each NF, mentioned on the previous analysis.

Within the Evaluation Model, the strategic guidelines are established for the development of the Annual Work Plan and the categories that must be considered, one of them being the Sports Processes for People with Disabilities/Social Responsibility with People with Disabilities.

It is worth mentioning that this evaluation model has a total weighting of 1000 points, which is divided into three strategic axes that add their weight according to compliance with the requirements, and two development axes which can deduct up to 250 points according to the non-compliance with any of the categories, for which, only 20 points correspond to the category of sports processes for people with disabilities.

The normative suggest the NF's should "have a program for the development of sport for people with disabilities or a social program that contributes to the realization of physical activity for this sector of the population" (Autonomous Sports Confederation of Guatemala, 2021b, p. 80).

At the institutional level, among the seven NF's that were considered for this step, no institutional policy was found that supports the inclusion of people with disabilities. Table 7 shows the list of the organizations, five of the NF's analyzed establish within their Institutional Plans the promotion or budget allocation for sports activities for people with disabilities, which meets one of the evaluation categories of the Sports Performance Model, also known

as MRD (as its acronym in Spanish).

Table 7

List of National Federations Considered for the Policy Analysis

No.	National Federation by sport	Documents/Policies that support inclusion of PwD.
1.	Badminton	<p><u>Organization Mission:</u> Guarantee comprehensive care for athletes. <i>Without any discrimination.</i> As well as the support for high performance and the evaluation of the different associations.</p>
2.	Weightlifting	<p><i>No such documents found.</i></p>
3.	Taekwondo	<p><u>Annual Operational Plan:</u></p> <ul style="list-style-type: none"> - Strategic development goal <i>Promote social inclusion of people with disabilities.</i>
4.	Athletics	<p><u>Institutional Strategic Plan:</u> Promote social inclusion of people with disabilities. The plan is aligned with the guidelines of the National Policy for Disability 2006, and the National Development Plan K'atun 2032.</p>
5.	Modern Pentathlon	<p><u>Multiannual Operational Plan:</u></p> <ul style="list-style-type: none"> - Sport Development Budget allocation <i>for physical activity and sports for people with disabilities.</i>
6.	Tennis	<p><i>No such documents found.</i></p>

7.	Equestrians	<p><u>Organization Mission:</u> Coordinate, promote, develop, and spread the practice of Sport Equestrian in its different sports disciplines at the national level, promoting the inclusion of people with disabilities, seeking through sports to cement the universal values and principles of the human being, which are the fundamental pillars in the integral formation of the Guatemalan citizen.</p> <p><u>Multiannual Operational Plan:</u></p> <ul style="list-style-type: none"> - Sport Development Budget allocation <i>for physical activity and sports for people with disabilities.</i> <p><u>Annual Work Plan:</u></p> <ul style="list-style-type: none"> - Sport Development <i>Physical activity and sports for people with disabilities.</i>
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4.2. Organization awareness of inclusion policies

4.2.1. Interview Analysis

During the qualitative data analysis, four major themes were identified. These connected to the understanding of policy enactment (A. Braun et al., 2011, p. 586). The first two themes relate to the influence of external contexts into the interpretation of a social phenomenon and the policy that highlights the support of inclusion within sport organizations. The third theme discussed the limited resources available and how the policies are not being translated into practices that promote an inclusive participation. And the final theme outlined an example management model that provides

improvement opportunities for the inclusion of people with physical disabilities.

Table 8

Thematic analysis for RQ2

Research Question	Themes	Sub-themes
RQ2 In what way do National Federations/Associations respond to and manage inclusion policies for people with physical disabilities?	Perception or Culture?	Disability
		Inclusion
		Inclusive participation
		Opportunities and Barriers
	Policies and Inclusive Practices	National Policies
		Internal Norms
		Constitutional Contribution
		Common interest to participate
	Practices with a tendency to disappear	Evaluation model
		Quality management system
		Guidelines
		The obligation
		Barriers or benefits?
	Management model to follow	Financial support
		Promotion of adapted sports
Changing the perception of sport for people with disabilities		
The challenges		
Disability as non-primary goal		

4.2.1.1. Perception or Culture

Based on the interviews conducted the description of the terms of

disability and inclusion was very similar among the interviewees. Although, within the responses it was possible to observe a bit of contrariness, all concluded that disability is a limitation and a challenge, both for the person who suffers from it and for the family nucleus. Likewise, they describe it as a social barrier, expressing that people with disabilities are different, but could have the same opportunities with the necessary tools and accessibility.

Disability is a concept that is used to define those people with certain physical or mental deficiencies, which are given in their body. But disability in general is given mostly by society. By making it impossible for the person to develop fully and under equal conditions, with these physical characteristics (NF_3, interview).

When referring to inclusion, the interviewees mentioned that social inclusion for people with disabilities is a right that must be fulfilled and respected, creating appropriate conditions and providing the tools so they do not depend on specific assistance. Social inclusion is based on a process that favors not only people with disabilities, but also their families. As one interviewee said:

In the same way that women are included in men's activities and vice versa, people of different religions, races and cultures, people with disabilities deserve the opportunity to be included to have a role in society. Include them not only in sports but also as workers having us to adapt to them as well, looking for the mechanisms so that they can perform the same activities (NF_7, interview).

The participants expressed their expectations about the possibility that athletes with disabilities participate in sports activities to acquire particular skills and develop their potential, since they have shown to be capable of overcoming the challenges that the same disability has caused. Therefore, one of the most common responses in this section, the interviewees talk about how the NF's have had the openness to include athletes, with disabilities, to conventional national competitions, highlighting that to be included they must be actively involved.

Participants claimed that inclusive practice has been developing little by little within their organizations and they have been adapting to the need to attend this vulnerable group, therefore, the NF's that do not offer specific programs for people with disabilities, provide their facilities so athletes can meet their sporting goals, respecting the international norms of the IPC. However, according to one of the interviewees, "there are still many taboos. Efforts have been made, but many are still afraid because they say that working with these people [people with disabilities] is out of the ordinary" (NF_3, interview).

Meanwhile, it was observed that the perception of inclusion could have been influenced by causal circumstances, such as having a close relationship with someone who has a physical or intellectual disability.

Having as an example the president of one of the organizations interviewed, who suffers from Polio. Therefore, it can cause a positive stimulus towards inclusion and to present an attitude of equal treatment to all people, since the value of each individual increases regardless of whether or not they have a disability.

4.2.1.2. Policies and Inclusive Practices

There is an agreement on an even more imperative need to increase and improve provisions for people with disabilities. A common interest among the participants intending to participate in the cause was identified. “Well, we have the approach. We have a programmatic structure where everything is based on the athlete because we are an institution of service. And within our structure we have contemplated sporting events and training programs [about disability] for coaches” (NF_1, interview).

The most known policy by the interviewees was the National Plan for Sports, Physical Education and Recreation, 2014-2024, by CONADER, followed by the National Policy on Disability, mentioning the National Council of the Care of People with Disabilities as reference. Only two respondents mentioned to have knowledge of all of the policies and documents mentioned in the policy analysis. “By hierarchy, the Convention on the Rights of Persons with Disabilities, the Law of Attention to People with

Disabilities, the National Sports Plan, the work plan and manuals from CDAG” (NF_2, interview); however, one participant expressed his disagreement with the national policies, ensuring that, “Guatemala is known for having many laws, but few are applied, and proof of this is that neither in the constitution or in the national sports law, the Paralympic movement is mentioned as in charge of Paralympic sport in Guatemala.” (NF_3, interview).

Two organizations mentioned the management of Special Olympics within the sports system in Guatemala, as part of the policies that support the social inclusion of people with disabilities.

When participants were asked about which of the previous policies are put into practice within the actions in their organizations, most of the participants rambled on their answers, and it was not until participants were asked, each of the policies by name, that they claimed to have knowledge of some of them, but for the most part, they are not familiar with their content. One participant said, “no policies are used for the development of sports programs, we are based on the specificity of the sport” (NF_6, interview). The responses regarding the influence of policies and strategies into the practice were very ambiguous, since they do not relate policies or national laws to their actions, but they agreed with a general stimulus to support more inclusive participation.

The feeling of knowing that inclusive practices have become increasingly important lately, has made organizations create actions even without understanding the complexity of how the organization handles inclusive practices or the support they should or can give to it. Interviewee 2 expressed, “we realized we were doing it already, but we did not present it as a program but just as social service. So, we are just organizing processes and going ahead with or programs”.

The six NF's interviewed explained how their sports programs for people with disabilities are based on compliance with an inter-institutional norm and part of their annual or multi-year strategic plans depending on the periodicity of this, its activities are financed according to a constitutional contribution that corresponds to the sports development granted by CDAG year after year.

These programs, or the lack of them, increasingly respond to the awareness-raising campaign promoted by COPAG, and the undoubted need of provisions that support disability, but at the same time leaves room for doubts about who should be responsible for these policies to be translated into practices. As they claimed, COPAG should have the guidelines for the promotion of sport for people with physical disabilities, since at the moment, the only institution managing internally these processes is Special Olympics

and for that reason, most NF's have special programs mostly for people with intellectual disabilities.

Nevertheless, other interviewee discussed how they have started to make small progress to have a greater impact on the inclusion of people with disabilities, even before being aware of policies or resources, as it explains that it is for the sole benefit of athletes.

We have been concerned in the small details. We have assistance for people in wheelchairs. We realized that it was difficult for them to jump a step, so the ramp was built, for example, the most basic. Afterwards, a bench adaptation was built for the gym equipment, as well as small adaptations in the facilities (NF_4, interview).

In a similar setting, interview NF_1, mentioned that the organization has started a training program for coaches, who serve a specific group of people with disabilities, in different regions of the country. Similar activities have been replicated withing other NF's as explained by another interviewee:

Currently we perform a training about adapted sport for our 42 coaches at the national level, so that they could have tools to care for people with disabilities and on the subject of sporting events itself, since they are inclusive. We allow all athletes to participate regardless of the disability, making the necessary adjustments so their scores are valid (NF_2, interview).

However, the actions that have been developed are not limited to training workshops or the adaptation of equipment and facilities, as expressed

by the interviewee NF_4, but also to economic incentive programs for Departmental Sports Associations, to motivate them to include people with disabilities within the registration of their Associations. As well as financial aid for some of the athletes so that they can cover transportation costs to attend their sports training or for the purchase of protein supplements to maintain their sports performance at the necessary level.

It is important to mention that, from the result of this interview to know the perception of sports administrators, and to know the position of the NF's for the management and implementation of policies and actions derived from them, it was detected, within the responses that the majority of the programs that have been implemented lack the support of any policy or national plan. Most of the programs that were mentioned and the activities that have been developed only respond to an inter-institutional regulation that has arisen from the need to comply with a sports management model and a quality management system, for which the NF's must be governed to be evaluated and for the budgetary allocation of each one of them.

4.2.1.3. Practices with a tendency to disappear

There is a phenomenon within Guatemalan sports institutions where, if something is not mandatory, often, it is not done. This could be the case of sports programs for people with disabilities. As explained in the policy

analysis, an evaluation model, under an inter-institutional norm, between NF's and CDAG / COG, which is used to evaluate the administrative and sports management performance of each organization. Since this manual dictate and regulates all actions and activities for NF's, all the programs developed must comply with the guidelines set forth in each of the categories of said manual. It is worth mentioning that the CDAG Evaluation Manual complies with a quality management system, therefore, its development must be fully fulfill as established.

The ongoing practices proposed by NF's are reflected in their work plans and, in most cases, in their strategic or institutional plans. As concluded by most of the interviewees, the guidelines help to organize their processes. But for the most part, they affirm that the category that evaluates sports for people with disabilities does not benefit the sports system since it limits the performance to a reduced number of actions that is linked to a score system not significant for the amount of effort these programs represent.

CDAG's quality management system is a setback for sport. Manual = quality management system. The federations have adapted their sports system to obtain a certain score. However, it creates a setback since it is limited to fulfilling only what is required to obtain that [the score] (NF_3, Interview).

It can't quite land on something specific. The manual does not tell the associations that there is a space for the disability program to be further developed within

the federations. It only dictates that if there is a program there are points. The issue of points detracts from the program. (NF_4, Interview).

Although, as the interviewees describe, the evaluation manual has motivated them to get involved in the processes in an orderly manner, the relationship of the manual with national policies that support the inclusion of people with disabilities is unknown since no system could be evidenced that assesses both internally and externally, the scope of the programs that have been developed. One interviewee explains, “it is not directly evaluated except with a technical report from the coach, of the activities that are executed” (NF_4, interview). Another interviewee explains that “in order to complete an evaluation, there must have indicators, and at the moment no NF has them. They are limited only to the fulfillment of the requirements” (NF_3, interview).

Consequently, the interviewees concluded the tendency for these programs to continue being developed by the NF's in Guatemala, if they are not required within the CDAG evaluation manual, is very unlikely since it was proven in previous years, that for two consecutive years that this category was extracted from the manual, NF's stopped reporting the participation of athletes with disabilities within their sports programs.

When asked how they think the programs for people with disabilities

would change the category of assessment was removed from the manual, interviewee NF_2 explained, “so I think it would change [if the disability category is no longer evaluated], unfortunately many times the issue has to be immersed for us to be considered. But it shouldn't be like that, it should be part of the whole sport system”. “I think many federations would choose not to have it. I feel that sometimes they see it as a burden” (NF_5, interview). Concluding with the answer of another interviewee, “when CDAG removed the guidelines [for evaluating the category of programs for people with disabilities], which happened in 2012 and 2014, the budget decreased, since it was no longer an obligation to present them, so I consider if it is not in the manual the trend is they disappear” (NF_3, interview).

The interviewees recognized that within the NF's, the process of communication or socialization of national or institutional laws and policies lacks an effective structure that favors the sports system, since it limits the understanding for its application and development. They also suggested that a link between the International Olympic Committee (IOC) and the International Federations (IF's) corresponding to each sport, would benefit the development of regulations and guidelines that benefit sport for people with physical disabilities.

Although we also know that we have the small great flaw that at the international level our sport is still part

of the IPC programs of the International Paralympic Committee. So, it still does not give us the opportunity as a Federation to be able to take over it, but in the not-too-distant future it is planned for the World Para-sport to join with International Federation to unify and do a joint work based on the athletes with and without disabilities (NF_2, interview).

The NF's representatives addressed the barriers and the greatest challenges their organization faces when implementing actions that have a greater impact on people with disabilities. Some focused on the paradigms and the lack of knowledge about disability and how to work with them. The interviewee NF_7 said, "I believe that ignorance is the main cause"; "the power to break stigmas as well. As for disability, losing the fear of thinking that we are going to cause them some harm when they practice sports" (NF_8, interview); "The world of disability is quite broad. I think that we have not managed to understand at all unless we are immersed and in it" (NF_4, interview). Other respondents focused their answers to the lack or poor accessibility of sports facilities and the lack of means of transportation for people with disabilities at the national level.

The biggest challenge is Guatemala. That is the biggest challenge. We live in a country with a high level of insecurity and here is no access to adequate transportation, and we do not have access to ramps or adequate facilities. (NF_4, interview).

... as in all areas, we run into certain limitations that no longer depend on us. For example, in

infrastructure, the issue of accessibility in most of our sports facilities is lacking. Despite the fact that we already have studies and an accessibility manual. For example, we here at Doroteo Guamuch (National Stadium) cannot create accessibility because it is already considered a heritage site. In the same way it happened to us in the National Palace that, even if we wanted to make the adaptations for a better accessibility, it cannot be done, since one law contradicts the other [Law for the protection of the cultural heritage of the nation / Disability Law in Guatemala] (NF_2, interview).

Concluding with the budget limitation and the lack of political will as the most common responses among the interviewees: “a lot derives from the lack of political will and the perception that financial resources are aimed at programs for people without disabilities and is hoped to get separate resources assigned to be able to generate programs” (NF_8, interview). “The first is that there is not yet a budget of its own, from any of the 2 institutions of federated sport. Unless it is for an athlete with a participation on an event within the Olympic cycle” (NF_6, interview). And lastly, the interviewee NF_7 outlined, “Sport in Guatemala is Political. political decisions set back sporting processes”.

4.2.1.4. A management model to follow

The nature of this theme arises from the need to express, as an

important part of the findings of the interviews conducted, a topic that was very frequent in most of the responses obtained. And it is that, within the NF's, most sports programs for people with intellectual and sensory disabilities are run by Special Olympics. Therefore, at the time of conducting the interviews, many of the respondents highlighted these programs, explaining that Special Olympics has been in charge of promoting their sports programs and they make use of their facilities to practice them. According to the interviews, it is clear that the NF's have had greater support from this institution for the development of their sporting activities, since they periodically monitor and evaluate the actions they perform. Similarly, the results indicated that Special Olympics has support staff and coaches who take care of the people who participate in its programs. This can be linked to the inclusion policies and regulations that the organization manages internally. Since the interviewees stated they have a closer relationship with Special Olympics than with the Guatemalan Paralympic Committee, and that these first have motivated them to have a more inclusive sports participation, promoting extracurricular and exhibition activities of different sports to promote and generate a greater interest within people with Down Syndrome. It was also explained that when carrying out these special Olympics activities they are the ones in charge of carrying out the procedures and logistics, so it

does not represent extra work for them.

When asked, what was their perception of the support that Special Olympics gets for its sports programs, The responses focused on the management model, ensuring that they are an “example of management to follow”. The interviewee NF_3 explained that “as a result of this, they already receive support of around 2 million quetzals (US\$267,000) from the non-federated sports system.” It was also explained that “there has been a bad concept of sport for people with disabilities as recreational and it is not true; they [Special Olympics] have managed to change the perception towards a competitive sport within their category” (NF_8, interview). And is conclude the administration the organization has held out is admirable since they have managed to position themselves in different regions of the country, giving attention to more people with intellectual disabilities.

4.3. Outcome of the existing sport programs

4.3.1. Interview Analysis

Based on the interpretive thematic analysis, one theme was identified. It aimed to expose the outcome of different experiences in unequal context of social inclusion in which sport practice can be an instrument of integration into society for people with physical disabilities.

Table 9

Thematic analysis for RQ3

Research Question	Themes	Sub-themes
RQ3 How have the actions taken by the federations, related to inclusion policies, benefited athletes with physical disabilities socially?	The Impact of Inclusive Practices	Health and self esteem
		Social and personal improvement
		Motivation
		Sport development

4.3.1.1. The Impact of Inclusive Practices

This section shows answers from two points of view. Starting with the perception of sports administrators on how sports programs have socially influenced people with physical disabilities and the standpoint of the athletes who are the beneficiaries of the inclusive practices that have been developed.

Ultimately, they all conclude with the same result of how sport has impacted the lives of people with disabilities. Ensuring there has been a phenomenon, with the subject of physical disability, as an opening in the social sphere. The interviewee NF_2 comments: “this has raised their self-esteem as well. Strengthen teamwork and something we do not think about, but it is very important that it raises the level of consciousness in people who

do not have disabilities. So, it is quite nice”. Athlete_3 mentioned: “The sense of belonging to a group or participating in an event leaves a rewarding feeling not only for the athletes but also for our close nucleus. It motivates us to fight against difficulties”. The athletes expressed that sports practice has provided them with personal and social growth, raises their self-esteem and therefore they have sought different ways of self-improvement to enhance their performance, not only sports but their life skills.

The interviewed athletes talked about how having a disability has represented challenges throughout their lives, but they say that, by practicing sport, they feel accepted since their peers without physical disabilities or their coaches, are very inclusive and do not show any kind of discrimination. “I feel good because everyone in the federation supports me. Although they do not let me train just for fear of injury, there are no preferences for my disability” (Athlete_1, interview).

When asked to explain their sports, some athletes emphasized how important social interactions were, as well as how these relations created a shared healthy identity. Some athletes indicated that everybody should be able to participate in disability sports, regardless of disability or capability. They also mentioned that their greatest social circle is within the sports field, so when they cannot train, they feel sad. “Outside the federation I don’t have

many friends” (Athlete_4, interview). “When I’m in my training sessions, my teammates invite me to activities outside the federation so I can share with them and their other friends” (Athlete_5, interview).

And to summarize, athletes concluded that if they could invite more people with physical disabilities to participate in sports, they would tell them about their achievements and the satisfaction they have obtained in their participation in sports. One athlete expressed “that an important part of the development of people with disabilities is encouraging other young people to participate and not to be ashamed of their disability, because we all deserve the same respect” (Athlete_3, interview).

Chapter 5. Discussion and Conclusion

5.1. Discussion

This study explored and analyzed the existing policies Sport National Federations in Guatemala utilize and consider reflecting their response and management of inclusive practices for population with physical disabilities. Therefore, the study aimed to investigate sport as a strategy to raise awareness about the functional diversity of people and the importance of awareness programs about people with physical disabilities in the country, consecutively, examine the outcome of how athletes participants in unequal context of social exclusion have experienced sport practice as an instrument of integration into society.

The findings support previous research suggesting that inclusive sports practices create a significant and valuable part of development and inclusion to society for people with physical disabilities. However, the findings also provided insight into how policies lack a monitoring and evaluation model, therefore there is not clear evidence of how they are being applied into practice.

This chapter also includes the conclusion of this research highlighting the challenges NF's face in the process to provide inclusive practices giving opportunities for people with physical disabilities to have

access to sports, and to further expand the study of how national policies that support social inclusion undertake the process of implementation.

5.1.1. Existing Policies

A positive contribution can be made to promote social inclusion of people with disabilities, through continuous process of transformation through inclusive sport practices (Schailée et al., 2019), using as a method the creation and implementation of policies that support and expand the participation of people with disabilities in activities based on national policies assuring access to sport activities (Gillispie, 2020).

Using the Eightfold Path of Bardach (2002), a policy analysis was conducted at a national, interinstitutional, and institutional level in Guatemala, with the purpose of identifying the policies that are in place that support social inclusion of people with disabilities in NF's.

The findings support a wide variation of documents at the three levels, supporting social inclusion of people with disabilities, aligned with the sport practice in the country, although also identified the lack of measurement and evaluation model to quantify the social impact.

Although, two laws and three policies were identified at the national level and two regulations at the inter-institutional level related to the inclusion of people with disabilities in sport, no policy as such was found, at the

institutional level, within the 7 NF's that were selected for this study. At the institutional level, the documents found correspond to compliance with a regulation that is used for the annual budget allocation of each organization established by CDAG. Of the seven NF's, even having sports programs for people with disabilities, two of them do not explicitly refer to people with disabilities in their institutional plans or activities. Which may represent a lack of knowledge or awareness about the policies or resources available and how to access them. As explained by Alvarado (2021), there is a lack of inclusive policies within the governing institutions of sport in Guatemala, and existing policies are not translated into actions. And due to the lack of investment in sport for development, the required resources are not apportioned for the training of coaches to assist people with disabilities. Contributing to what is mentioned by the European Commission (2007a), people with disabilities face more problems to have access to sport, national policies in Guatemala refer to the promotion of sport for people with disabilities, supporting and ensuring access to inclusive sports participation and access to safe spaces for their practice. However, even though it mentions who are the institutions in charge of its implementation, the compliance given to these is very ambiguous, since within the action plans and programs, their fulfillment is not reflected. Therefore, it is important to evaluate and design

actions for adapted sports, based on the three fundamental pillars of the equal opportunities concept: a) adequate access to sports facilities for athletes, b) adequate access to sports facilities for spectators and c) necessary support so people with disabilities can practice sports (European Commission, 2007a). And as mentioned by Collins (2004), programs must be aimed on adapting structural conditions to facilitate access to facilities, transportation, and caregivers.

4.1.2. Organization awareness of inclusion policies

The results of this section support the theory that conceptualizes the word disability with the perception of the interviewees, suggesting that a person with a disability refers to a person with physical, intellectual, or psychosocial characteristics that can limit their development, mobility, or communication. (Fitzgerald, 1999; McDermott & Turk, 2011). As mentioned by one of the participants, people with disabilities have limitations and must overcome challenges and social barriers, which agrees with what was stated by Cabrera et al. (2005), explaining that social exclusion is an unfortunate reality, for which there are challenges that must be addressed in order to find the appropriate tools to eradicate them.

Referring to inclusion and inclusive participation, it was identified that most of the participants immediately related inclusion to people with

disabilities, explicitly explaining the programs and actions they have developed or perform to create inclusive practices within their organization. As expressed by Len Barton, as quoted in Armstrong (Armstrong, 2003), “inclusion is about the participation of all children and young people and the elimination of all forms of exclusionary practice”. And only one participant referred to inclusion as a process that favors the general population, exemplifying gender equality, acceptances of different religions, races, or cultures. Considering that social inclusion is a concept that contributes to interpersonal activities, seeking to redistribute opportunities, respecting the diversity of society in general (Cobigo et al., 2012).

All of the NF’s examined in this study demonstrated interest and enthusiasm in inclusive practices, revealing that, although they are not aware of all existing policies, they have tried to develop programs that benefit people with physical and intellectual disabilities. Most of the NF's reflected having knowledge of the laws, policies and documents that support the inclusion of people with disabilities, but at the same time, they are unaware of their content. Therefore, most of the inclusive practices are developed without a proper knowledge and formal structures. Thus, lack of knowledge of the policies affects the development and progress of the inclusion of this vulnerable population to adequate and safe access to sport.

The federations lack a communication channel and an adequate transfer of information regarding policies and guidelines that regulate the general sports system, which makes it difficult to carry out appropriate actions for inclusive sports practice. Because if there is no accessibility there is no participation (Valet, 2018).

Although there is an inter-institutional regulation between CDAG and the NF's, for which the last ones are based when creating their sports programs, the content could not be linked with any of the existing national policies, so it assumed the actions related to a category of benefit for people with disabilities represents actions of social responsibility and is merely related to obtaining a score that will be reflected in the annual evaluation to which each of the NF's is submitted.

As the NF's claimed, COPAG should be in charge of promoting actions and programs for people with disabilities in the country, as it explains Blauwet & Willick (2012), the Paralympic Movement was born from the idea of promoting inclusion and equality for people with disabilities, encouraging the opportunity for participation. However, as could be evidenced in the results of this study, and as expressed by the participants, COPAG does not have the economic structure or recognition at the national level to be in charge of promoting or delivering actions related to athletes or people with physical

disabilities.

In this study, the number of people with physical disabilities who practice sport contradicts the claims of Valet (2018), that although combining competition and inclusion can be one of the most arduous challenges in a society with a dominant sports culture, the integration of athletes with disabilities to sports federations for sport practice have produced an increase in those who practice physical activity and the number of people with disabilities who practice sports. Which is the case of Special Olympics, as mentioned on the findings of this study, having a management model that has benefited the integration of more people with disabilities into their sports programs.

4.1.3. Outcome of the existing sport programs

Ensuring basic sport provisions for people with disabilities can represent a significant outcome in the social inclusion of people involved. The literature review reflects that sports programs have been used in different contexts as tools for social integration and inclusion (Central Council of Physical Recreation, 2002; Department for Culture, 1999).

The answers of the athletes interviewed express the benefit they have received through sport. Not only as personal, but also a social benefit, as Klapwijk (1986) explains, sport not only represents physical or health benefits,

but also serves as a tool for social integration. Proving that the programs implemented by the NF's in Guatemala, are a big benefit to the sport organizations and to the country, since the number of people with physical disabilities represents the 15% of the population.

Likewise, as expressed by sports administrators about the perception they have about the impact of inclusive practices on athletes with disabilities, stating that people with disabilities who practice a sport acquire particular skills and develop their potential, coinciding with Lisbona (2006) and Gachancipa & Wiswell A. (2004), describing through sports practice, people can develop skills and abilities providing self-sufficiency improving the quality of life and promoting inclusion in all personal areas.

The findings support the importance of the implementation of adequate sport programs within NF's in Guatemala to increase the participation rate of people with physical disabilities, since identifies sport as an instrument of integration into society.

However, to be a normalization within the normative idea of inclusion, the normalization of the minority group is essential so they can be included in what is considered as normal (DeLuca, 2013).

5.4. Practical Implications

This study presents two main practical implications. First, the

disparity between research and practice related to social inclusion of people with disabilities might be attributed to the lack of understanding and awareness among policymakers and policy actors, consequently, it is imperative that policies are communicated to the sport organizations in ways that can be easily understood and translated into practice. By creating a responsible protocol for translating policy and aims within organizational context, policy actors can engage and become involved for the creation of an inclusive structured system that will support sport governing bodies to deliver inclusive provisions.

Second, the perspective of the athletes participants, may help to create awareness and inform general population about the benefits of adapted sports to promote and encourage more participation opportunities in different settings such as schools or physical rehabilitation centers.

5.3. Limitations and Further Research Opportunities

The major limitation of this study is it only examined seven NF's, out of forty-seven in the territory of Guatemala, for which the results might not present a comprehensive sense of internal policies within the National Associations and Federations in Guatemala.

Participants may not have been enough since the study only considered one representative from each organization to participate. In terms

of collection of qualitative documentation, limited information was found related to policies and zero documentations was found on the impact the sport programs have influenced the practice of people with disabilities.

Some of the programs for people with physical disabilities were suspended due to the Governmental restrictions caused by the COVID-19 pandemic, for instance, the number of beneficiaries from the programs could have been affected as reflected on the findings.

Further research could usefully examine other NF's actions in which policy influences participations rates for people with physical disabilities. Analyze other implemented policies in similar settings like Special Olympics, to identify how it can be applied and evaluated to increase participation in extracurricular activities. Further research should also examine the perspective for people with disabilities that does not practice sport to understand the challenges their face or the way they have found to the incorporation into social life.

5.4. Conclusion

People with disabilities are exposed to discrimination and social exclusion. People with physical disabilities face more challenges to access sport or physical activity. Aiming to identify the response and awareness of policies that support inclusive participation and, examine how NF's have

implemented inclusive practices based on this existing policies, national policies were examined concluding that there is a government guideline for disability sport, as evidenced by the Law of Attention to Persons with Disabilities, Decree No. 135-96, and the National Policy for Disability, 2006, which has a series of general recommendations that cannot be considered as a policy per se. There is also a guideline for the development of sport programs for people with disabilities at an institutional level (NF's), for which as an inter-institutional strategy, there is no specific policy that supports inclusive practices. This limitation is due to the lack of interpretation, translation and recontextualization of the policies, evidencing a need of full understanding of the factors that influence inclusive participation.

Therefore, this paper provided insight of some of the challenges and lack of awareness of sport policies, NF's have managed to overcome to design programs for inclusive participation of people with disabilities.

The data obtained in this study allowed to conclude that people with disabilities improved their emotional and social development through sports activities. As shown in the findings, the sports practice of the interviewees grants them to promote interpersonal relationships outside the sports environment, since outside the facilities their social circle is reduced. One of the objectives of this research was to value sport as an instrument of social

inclusion, therefore, it was satisfactorily verified.

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Appendixes

Appendix 1. Interview Questions – National Federations/Associations

Interview questions for Sport Managers (Sport Directors, Organization Managers, Members of the Executive Board and/or Coaches) of the National Sport Federations and Organizations in Guatemala.

General Information:

- Age
- Gender
- Organization
- Job Position
- Working Period

1. Can you tell me briefly your roll in the organization where you currently work?
2. How long have you been working in this organization?

What is the perception of sports administrators about the inclusion of people with disabilities?

3. How would you describe inclusive sports participation?
4. Do you consider that your organization applies these practices (inclusive participation)?
5. How do you interpret the word disability?
6. What do you understand by social inclusion?

How do federations respond to and manage inclusion policies?

7. What policies that support the inclusion of people with disabilities through sport do you know?
8. Do you know which of these policies are put into practice within the actions carried out by the federation?

9. What is the process of socialization of these policies within the Federation and who is responsible for this process?

Development of inclusive actions

10. What are the actions (programs/activities) that have been developed based on these policies?
11. How are these actions financed?
12. Who are the beneficiaries of these programs/activities?
13. What is the process for a person with a disability to be part of the federation's sports programs?

Influence of a regulation on inclusive provision

14. How does the CDAG evaluation manual influence the Federation's programmes for persons with disabilities?
15. How do you think it would change if that evaluation category were not in the manual?

Social impact of the actions taken by the federation based on inclusion policies.

16. How do you think the programs developed by the federation have socially influenced people with physical disabilities?
17. How does the federation assess the impact of its programs for people with disabilities?
18. How does the federation socialize these programs to achieve a massification of athletes with disabilities?
19. What are the biggest challenges that the federation faces when implementing actions to have a greater impact on people with disabilities?

Appendix 2. Interview Questions – Athletes

Interview for people with disabilities who are beneficiaries of the sports programs implemented by the NF's.

General Information:

- Age
- Gender
- Sport
- Occupation
- Type of Disability

1. Can you tell me about yourself?
2. Are you involved in activities or programs where you can interact with other people?
 - a. Which activities are this?
 - b. How often do you participate in these activities?
3. Can you tell me about your sport?
 - a. What sport do you practice?
 - b. How long have you been practicing this sport?
 - c. Why did you choose this sport?
 - d. Where and when you practice?
 - e. Who takes you to your practices?
 - i. What happens when this person cannot take you to the practice?
4. How does sport make you feel?
 - a. How do you feel about practicing in this sport?
5. How you describe inclusive participation?
 - a. Can you give me an example?
6. Can you describe how is the training and participation of this sport?
 - a. How do you integrate with the rest of your teammates?
 - b. Have you been able to make friends here in the Federation?
 - c. Can you tell me about your friends and how they make you feel?
 - d. How is the relationship with your coach?
 - e. Is your training different from the rest of the people on the

federation?

i. If so, how does it makes you feel?

7. Do you know which are the programs that the federation has for people with disabilities?
 - a. How did you find out about them?
 - b. What are the requirements for you to enroll in the Federation?
8. What are the biggest challenges you face when practicing a sport?
9. What is the greatest satisfaction you get by practicing this sport?
10. If you could invite a person with a physical disability to play a sport, what would you tell them?

국 문 초 록

과테말라 장애인의 스포츠를 통한 사회적 포용

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글로벌스포츠매니지먼트 전공

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현대 사회의 사회적 포용은 반드시 스포츠 또는 신체 활동을 고려해야한다. 사회적 포용은 낙인과 같은 다양성에 대한 잘못된 인식이 만든 장벽을 넘어서는 것이다. 스포츠의 실천은 이와 같은 장벽을 넘어서는 데 큰 역할을 한다. 스포츠는 사람들의 태도 변화를 야기하고, 사회적 갈등 해결하는 데 도움을 주며, 주변 환경과 잘 적응할 수 있는 협력 관계를 형성시켜 주기 때문이다. 다양한 스포츠의 실천을 통해 사회 발전의 가치를 도모하는 사회적 포용을 장려할 수 있다. 따라서 본 연구의 목적은 첫째, 신체

장애인에 대한 인식을 증진시키는 정책으로서 사용되는 과테말라 스포츠 프로그램을 조사하는 데 있다. 둘째, 정책이 현장에서 어떻게 실현되는지 심도 깊은 이해를 위해 과테말라 스포츠 기관(i.e. NSFA)이 실제 가지고 있는 사회적 포용 및 장애인에 대한 인식을 파악하는 데 있다. 셋째, 사회적 통합을 위한 스포츠 프로그램에 실제로 참여한 과테말라 장애인 운동선수들의 경험을 알아보는 것에 있다. 연구 목적을 달성하기 위해 먼저 Bardach(2000)의 정책 분석법이 사용하였다. 장애인의 사회적 포용과 관련된 정책 분석을 위해 과테말라의 국가 체육 연맹이 지원하는 정책을 분석하였으며, 국가 차원의 문서 5개와 기관 간 차원의 문서 2개가 분석 대상으로 선정하였다. 다음으로 정책 제정의 이론적 개념(Ball et al., 2011; Braun et al., 2011)을 활용하여 기관의 인식 조사를 실시하였다. 총 7개 스포츠 기관에서 참여자를 모집하였으며 반구조화 면접을 실시하여 사회적 포용에 대한 기관의 인식을 파악하였다. 마지막으로 정책 실행의 현장의 목소리를 듣기 위해 과테말라 연맹 및 협회에 속해있는 운동선수 5명을 대상으로 심층 면접을 실시하였다. 연구 결과, 현재 과테말라에는 장애인 스포츠에 대한 정부 정책 및 지침이 존재한다고 밝혀졌다. 또한 정책 관계자들은

사회적 포용을 위한 스포츠 정책 개발 및 예산 증설에 대한 필요성을 모두 인지하고 있었다. 그러나 정책 입안자와 실제 정책을 실행하는 실무자들 간 입장 차이 및 이해 부족으로 인한 갈등과 이에 따른 불완전한 정책 실현이 드러나기도 하였다. 심층 면접을 통해서 본 정책들이 사회적 포용을 포함한 가치 실현과 함께 장애인 선수들에게 큰 도움이 되는 것으로 밝혀졌다. 스포츠 실천을 통해 정서적, 사회적 발달을 향상시키고 스포츠 내에서 뿐만 아니라 밖에서도 대인관계를 증진시킨다는 사실을 확인할 수 있었다. 본 연구 결과를 종합해보았을 때, 스포츠는 사회적 포용의 도구로서 중요한 역할을 한다는 사실이 검증되었다.

키워드: 사회적 포용, 스포츠 정책 분석, 장애인 스포츠.

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