A MODEL OF SPORT, INCLUSION, AND COOPERATION FOR YOUNG PEOPLE WITH AUTISM: ANALYSIS OF A GOOD PRACTICE IN THE REPUBLIC OF ALBANIA

Chiara Pannone[1]
University of Rome "Foro Italico"
chiara.pannone@uniroma4.it

Jona Hoxha
University of Sports of Tirana
jhoxha@ust.edu.al

Marsida Bushati
University of Sports of Tirana
mbushati@ust.edu.al

Double Blind Peer Review

Citation
Pannone, C., Hoxha, J., & Bushati, M. (2026). A model of sport, inclusion, and cooperation for young people with autism: Analysis of a good practice in the republic of albania. *Italian Journal of Health Education, Sport and Inclusive Didactics*, *10*(2).
https://doi.org/10.32043/gsd.v10i2.1718

Doi: https://doi.org/10.32043/gsd.v10i2.1718

Copyright notice:
© 2026 The Author(s). This is an open access, peer-reviewed article published by Cares S.r.l. – REN Press and distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

renpress.it/index.php/gsdj
ISSN: 3103-5744

ABSTRACT
The contribution presents a model of inclusive sport for young people with autism in the Republic of Albania. Through a qualitative study involving families, coordinators, and institutional stakeholders, it highlights benefits in the motor, emotional, social, and family dimensions, showing the value of sport as a tool for inclusion, international cooperation, and transferable good practice.

KEYWORDS
Inclusive sport; autism; international cooperation.

Accepted 2026-06-22
Published 2026-07-31

[1] Chiara Pannone wrote paragraphs 1, 2, and 4.
[2] Jona Hoxha wrote paragraphs 3 and 4.
[3] Marsida Bushati wrote paragraph 3.

1. Introduction

In recent decades, sport has acquired growing centrality in educational, social, political, and institutional debate, moving beyond a conception limited to competitive performance, leisure, or recreational activity. Today, it is recognized as a multidimensional phenomenon, capable of taking shape not only as a bodily practice, but also as an educational and relational space in which rules are learned, social bonds are built, and personal and community competences are developed. This dimension is particularly relevant for persons with disabilities, for whom sport can represent a privileged means of social participation, the construction of autonomy, mutual recognition, and the reduction of physical, organizational and cultural barriers. However, sport does not automatically generate inclusion: it becomes genuinely inclusive only when it is intentionally designed, supported by educational expertise, and embedded within institutional and social networks capable of ensuring its continuity, accessibility and quality (Magnanini, 2018).

This contribution is situated within this theoretical framework and proposes a sport-based model for children and young people with autism in the Republic of Albania. The model, implemented through collaboration among Italian and Albanian institutional, academic and civil society organizations, represents a good practice that use of sport as a tool for participation, development and international cooperation. From this perspective, sport is not considered solely an educational activity for specific recipients, but rather a shared social experience capable of producing both individual and collective benefits. This approach makes it possible to relate sporting practice to the concept of the common good, understood as an accessible and participatory resource oriented towards the promotion of the dignity and development of every person. Sport may, in fact, be considered a common good insofar as it is made

accessible to all and enables everyone to benefit from its psychophysical, educational, relational and social value, without discrimination (Isidori, Migliorati & Maulini, 2017).

Viewing sport as a common good makes it possible to recognize its significance at both the individual and community levels, configuring it as a human right to be protected, promoted and guaranteed. Numerous international documents, from the *Olympic Charter* to the declarations of the United Nations, the European Union and UNESCO, converge in recognizing sport as an essential dimension of personal growth and fulfilment, to be ensured for all according to principles of equality and non-discrimination (Isidori & Benetton, 2015).

A first fundamental reference is the *Olympic Charter*, which links sport to the principles of Olympism and recognizes it as a human right to be guaranteed without discrimination. Within this framework, sporting practice is understood not merely as competition, but as an educational and cultural experience oriented towards values such as respect, friendship, solidarity, fair play, and mutual understanding. A further reference is *UNESCO's International Charter of Physical Education, Physical Activity and Sport*, adopted in 1978 and subsequently revised, which affirms access to physical education, physical activity, and sport as a fundamental right for all. The *European Commission's 2007 White Paper on Sport* also strengthened its social recognition, attributing sport a role in the promotion of well-being, active citizenship, and inclusion. With the *2030 Agenda for Sustainable Development*, this role was further consolidated; paragraph 37 recognizes the value of sport as an important enabler of sustainable development and as a means of promoting tolerance, respect, the empowerment of women and young people, health, education and social inclusion (Cioni & Magnanini, 2022). From this perspective, sport

becomes a cross-cutting tool for strengthening policies aimed at reducing inequalities, fostering community participation, promoting social cohesion, and building peaceful societies (Ubaidulloev, 2018).

The centrality of sport was also reaffirmed by *United Nations resolution A/RES/79/8*, adopted in 2024, which confirms its contribution to sustainable development, peace, international solidarity, and cooperation. With specific reference to persons with disabilities, a central role is played by the *2006 United Nations Convention on the Rights of Persons with Disabilities*, whose Article 30, paragraph 5, emphasizes the importance of sport for the full participation of persons with disabilities in cultural, recreational and social life, committing the States Parties, including Italy and Albania, to adopt appropriate measures to ensure access on an equal basis.

Considering this international framework, it is possible to examine the recognition of sport within the national legal systems involved in the development of the model. In Italy, a significant step is represented by the inclusion of sporting activity in Article 33 of the Constitution, according to which: *"The Republic recognizes the educational, social and psychophysical well-being-promoting value of sporting activity in all its forms"* (translation by the author). This provision grants sport explicit constitutional relevance and places it among the integral formative experiences connected to personal development and social participation (Zedda, 2023). In the Albanian legal system *Law no. 79/2017 "On Sport"*, constitutes the framework legislation in this field. It regulates the organization, functioning, and development of sport in the Republic of Albania, recognizing citizens' right to practice sport and prohibiting all forms of discrimination in access to activities. The law also adopts a broad conception of sport, understood as a set of psychophysical activities aimed at personal development, enjoyment, education, health, well-

being, and competition. A comparison between Italy and Albania reveals both convergences and differences: in both cases, sport is recognized in its educational, social and well-being-promoting dimension; however, while the Italian legal system primarily emphasizes its formative and social significance, the Albanian system more explicitly recognizes citizens' right to practice sport.

2. The sport model: emergence, development, and consolidation

Considering these premises, the inclusive sport model addressed to children and young people with autism in Albania represents a concrete attempt to translate into practice the principles of sport for all, inclusion, and social participation. The decision to document this experience responds to the need to make good practices visible and shareable, preventing effective initiatives from remaining confined to the memory of those who promoted and experienced them. As Ianes and Canevaro (2015) point out, documentation makes it possible to clarify the conditions that foster the functioning of an intervention, the principles that guide it, and the elements that may potentially be transferred or adapted to other contexts. From this perspective, the reconstruction of the Albanian model is not limited to a chronological description of events, but seeks to convey a progressive process of institutional, educational, and operational construction.

The process began in 2022 with the signing, by the Italian amateur sports association Progetto Filippide, of a Memorandum of Understanding with the Albanian Ministry of Health and Social Protection and the Ministry of Education and Sport. This step made it possible to subsequently conclude an agreement with the Sports University of Tirana, formalized on 21 November 2022. Alongside this institutional framework, a training pathway was developed,

taking shape in the first edition of the Season School *"Autism, Sport, and Inclusion: A Challenge for Education and Society"*, organized in 2022 by the *University of Rome "Foro Italico"* and the *Sports University of Tirana*, in collaboration with *Progetto Filippide*. The Season School represented a foundational moment, integrating theory and practice and enabling students to approach inclusive sport activities for young people with autism from a professional perspective.

The operational phase officially began on 1 January 2023 at the gymnasium of the *Sports University of Tirana*, which made its facilities available free of charge twice a week. The activities initially involved five athletes with autism and five instructors, marking the transition from planning to concrete experimentation. In the same year, the participation of the Albanian delegation in the International Event of *Progetto Filippide* in Rome, from 31 March to 2 April, on World Autism Awareness Day, represented a first moment of international visibility. This experience fostered further public initiatives, including the first *Run for Autism Tirana*, organized on 4 June 2023 by the Italian Embassy in Tirana, with approximately 500 participants.

In 2024, the model entered a phase of consolidation. Activities resumed with new instructors, students from the *Sports University of Tirana*, and the delegation grew to 20 participants, including 10 athletes with autism. In the same year, the second *Run for Autism Tirana* was held, with over 500 participants and a significant presence of students with and without disabilities from local schools. The continuity of the activities, the participation of families and the growing attention of institutions contributed to the expansion of the collaborative network, culminating in the signing, on 5 June 2024, of an agreement with the *University of Shkodra "Luigj Gurakuqi"*. This step made it

possible to launch a new training pathway for future sport instructors and to involve the special school *"3 Dhjetori"*, strengthening the integration of sport-related and educational competences.

The expansion to *Shkodra* marked a further evolution of the model. On 2 February 2025, activities officially began at the *University of Shkodra*, involving six athletes with autism and seven sports operators. The subsequent participation in the 2025 *International Event of Progetto Filippide*, held in Rome from 4 to 6 April, with an Albanian delegation composed of 34 members, testifies to the project's progressive growth in terms of participation, networking, and recognition. The process also acquired a broader institutional dimension through the conference held on 2 April 2025, organized by the *University of Rome "Foro Italico"* in collaboration with Progetto Filippide, and through the presentation of the experience at the United Nations, within the framework of the Conference of States Parties to the Convention on the Rights of Persons with Disabilities, in a Side Event dedicated to sport as a catalyst for sustainable development and international cooperation.

Overall, the model can be understood as a progressive and multilevel process: it originated from institutional agreements, developed through university training, materialized in continuous sport activities, was strengthened through public and international events, and expanded territorially through new academic, school-based, and social collaborations.

3. The empirical investigation on the model of sport, inclusion, and cooperation

The following section presents an empirical investigation aimed at documenting, analyzing and making visible, from the perspective of good practice, the development and impact of the model of sport, inclusion, and cooperation. The investigation also seeks to collect the testimonies of the institutional, academic, and civil society actors involved in the project, as well as the perceptions and opinions of its direct and indirect beneficiaries.

Methodological design and data collection tools

This study adopted a qualitative approach based on the use of two data collection tools: semi-structured interviews with institutional and organizational stakeholders, and Parent Data Collection Forms addressed to the families of participants with autism. The interviews with stakeholders involved in the emergence and development of the sport model included the *Italian Embassy in Tirana*, the *Sports University of Tirana*, the leadership of the Italian Amateur Sports Association *Progetto Filippide*, and the coordinators of the sport model in Tirana. Their aim was to explore the structure of the intervention, its strategic objectives, and the ways in which the activities were implemented. The Parent Data Collection Forms, composed of open-ended questions, allowed gathering narratives about the participants' developmental pathways, perceived challenges, and changes observed.

The data were analyzed through a hybrid thematic analysis, combining deductive coding, based on macro-themes of interest defined a priori, with inductive coding aimed at identifying sub-themes emerging from the testimonies of stakeholders and parents (Fereday & Muir-Cochrane, 2006; Braun & Clarke, 2021). This approach made it possible to integrate the

institutional perspective with the lived experiences of families, while keeping the analysis grounded in the empirical data and fostering an overall understanding of the coherence between the objectives of the sport model and the transformations perceived at the local, individual and family levels.

Families' perceptions and impact on participants

The Parent Data Collection Forms, completed by six family members, aimed to understand parents' perceptions of the effects of participation in the sport programme. The proposed themes concerned the changes observed in their children, the characteristics of the sport pathway, its strengths, critical issues, and future expectations. Parents' narratives first reveal a significant impact of sport participation on the athletes' physical development, with improvements in motor coordination, agility, and endurance. These benefits also appear to extend to certain fundamental routines, such as appetite and sleep, contributing to greater stability in daily life. Alongside the physical dimension, parents highlight positive effects at the emotional level: the sport pathway is described as an experience capable of reducing anxiety and stress, increasing perceived well-being, and providing a regular and predictable structure. The stabilizing function of the model appears particularly evident during periods of interruption, such as the summer break, when some parents observed increased agitation and greater difficulties in emotional regulation.

Family testimonies also highlight progress in the cognitive sphere, particularly regarding attention span and executive functions. These improvements promote greater responsibility and broader curiosity towards the surrounding environment. A further area of change concerns communication, both verbal and non-verbal: some athletes began to express their emotions more fluently, recount everyday experiences and respond more appropriately to instructors' directions. Although athletics is traditionally considered an individual sport, the

model adopted, based on an individualized relationship between athlete and operator within a group context, was perceived as a decisive element in promoting trust, cooperation, and social integration. The athletes developed greater willingness to collaborate, initiative in greeting others, and the ability to manage victories and defeats. Personal autonomy also represents an area of improvement, with progress in the ability to dress independently, take care of personal hygiene, and, in some cases, use public transport. Some competences developed within the sport context also appear to transfer positively to other environments, particularly school.

Regarding the organizational characteristics of the model, parents particularly value individualized methodology, the choice of athletics, and participation in sport competitions. Personalized attention and the progressive nature of the goals strengthen athletes' self-esteem, while competitive experiences, including those of symbolic significance such as the *Run for Autism* in Rome, are described as transformative moments for families as well. Within the broader ecosystem of local services, the model is perceived as a unique initiative, capable of filling a significant gap in an urban context marked by the scarcity of municipal or specialized sport services for people with autism. The main strengths identified concern the association's human capital, the professionalism of the staff, and the climate of trust established with families. Among the critical issues, however, the limited duration of the activities emerges as insufficient in relation to the perceived benefits. Future expectations, therefore, focus on the expansion and consolidation of the model, which is perceived not only as a sport practice, but also as an educational, relational, and social device capable of affecting the quality of life of the athletes and their family units.

The perspective of the model coordinators in Albania

The analysis of the interviews conducted with the coordinators of the sport model makes it possible to explore both their professional trajectories and their perception of the organization adopted. The coordinators presented two distinct profiles: a professional with more than twenty years of experience in the disability sector and a younger operator, recruited through the *Sports University of Tirana* and initially without specific experience with persons with disabilities. Their pathways into the project differed, but both interviewees described an initial phase marked by uncertainty, difficulties and fears related to managing the athletes and the complexity of educational work. These difficulties were progressively overcome thanks to the support of the Italian and Albanian working groups and the presence of a structured methodological model: *"It was difficult, but very important; the approach and methods used by the Italian group gave life to something that actually works"* (C.1); *"Initially, I thought I wouldn't make it, but in general, it went well [...] I was supported by both the Albanian and the Italian working groups"* (C.2).

A central aspect that emerged concerns the relationship with the athletes, described as positive and based on trust, continuity, and mutual knowledge. The individualized relationship fostered the construction of a safe and predictable environment, also facilitating the management of behavioral difficulties, although through different approaches: *"I reacted optimally thanks to my work experience, making use of the working methods accumulated over the years"* (C.1); *"I obtained valuable information from the athlete's mother and their teacher [...] I reacted in the right way by following instructions"* (C.2). The model therefore appears capable of integrating different competences, combining professional experience, collaboration with families, and network-based work. It also emerges as a context of personal and professional growth

for the staff: for the more experienced coordinator, it represented an opportunity to strengthen organizational and relational competences, while for the younger operator it had a more transformative impact, fostering the acquisition of educational and practical competences in adapted motor activity: *"I changed my approach regarding this topic and I can say that I am now capable of organizing dedicated activities or exercises for them"* (C.2).

From a methodological perspective, the staff positively evaluate the pillars of the model, particularly the 1:1 relationship between operator and athlete, the choice of athletics and participation in competitions. These elements make it possible to combine individualization of the intervention, inclusion within the group and recognition of personal progress: *"For me, it results in a perfect method"* (C.2); *"I believe it is the best choice that can be made; 1:1 work in a large group is, in my view, very effective"* (C.1). The interviews also place the project within a local context marked by structural shortcomings, particularly the absence of public sport services dedicated to young people on the autism spectrum. In this scenario, the model assumes significant social value. Future expectations are, in line with those of parents, concerned with expanding the activities, improving infrastructure and ensuring greater organizational stability: *"The training hours for me are too few [...] expectations are to add hours, and the payment for operators should be a stimulus"* (C.1); *"The lack of dedicated environments for them is the biggest obstacle [...] my expectations are to be able to reach both the organizational and structural levels of Progetto Filippide in Italy"* (C.2).

The perspective of the management of Progetto Filippide Italy

The focus group with the management of *Progetto Filippide* Italy was based on four macro-themes: strategic motivations for the development of the model in Albania, socio-institutional reception, the most significant actions, and

prospects. The model is not presented by the management as a simple geographical export, but rather as the outcome of a process grounded in international references, particularly *UN Resolution A/73/325* of 2018, which recognizes sport as a tool for development, inclusion, and cooperation. Through the support of the *MAECI*, the *Italian Embassy in Tirana* and the Albanian institutions, the project pursued the objective of introducing a model that could be adapted to the local context and was consistent with the *UN Convention on the Rights of Persons with Disabilities*: *"The desire was never to export our activity, but rather to introduce a model that could then develop and adapt to the context autonomously"* (M.1). Importance is attributed to the impact on families, who, through the project, appear to change their representation of disability: *"It is an opportunity to see their children in a different way—no longer just as a burden"* (M.2). The model also fosters family empowerment and the construction of social networks: *"Families must become aware of their strength"* (M.3).

Participation in the *Run for Autism* in Rome is also identified by the management as a significant example of autonomy and inclusion, as it enables athletes to travel, stay with instructors and compete in an international context: *"Taking a plane to reach another country [...] expanded the perspective of the families immensely"* (M.3). Among the strengths, the management emphasizes the replicability of the model, which has already been adapted in other countries: *"It presents itself as a replicable activity"* (M.1). However, critical issues remain concerning the recruitment of specialized operators, bureaucracy, and the need to formally embed the model within the Albanian system in a stable manner.

The role of the *Sports University of Tirana*

The asynchronous interviews with the administrative and academic leadership of the *Sports University of Tirana* highlight the university's strategic role in consolidating the initiative within the Albanian context. The model was introduced into an environment already sensitive to the themes of adapted physical activity, thanks to previous collaborations with *Special Olympics Albania* and to inclusive sport activities and training workshops addressed to students. The university's contribution operates at the logistical, infrastructural, organizational, and communicative levels: it made specialized sport facilities available free of charge for weekly training sessions, responding to one of the main critical issues that had emerged, namely the lack of stable and dedicated spaces.

In addition to infrastructural support, the collaboration was based on constant administrative dialogue with the coordinators and management, through online meetings aimed at defining operational procedures, strengthening organizational flows, and exploring new opportunities. The university, therefore, emerges not merely as a provider of facilities but as an active institutional partner capable of integrating the project into its own strategic vision. The co-organization of the *Run for Autism Tirana* and the promotion of inclusive activities during the *Balkan European Week of Sport*, within the framework of the *Erasmus+ SHAPE project*, also contributed to placing the local experience within a broader European framework. Overall, the partnership with the *Sports University of Tirana* appears decisive for the sustainability of the model in Albania, connecting institutional resources, community needs, and educational objectives.

The role of the Italian Embassy between cultural diplomacy and institutional cooperation

Finally, the interviews with the diplomatic staff of the Italian Embassy in Tirana highlight the strategic role of the Italian representation in fostering the integration, legitimization, and consolidation of the model. Diplomatic action developed on two levels: logistical and organizational support for high-impact public initiatives, and institutional mediation between the management of the model, Albanian authorities, and the academic world. The collaboration found expression in the co-organization of the *Run for Autism Tirana*, in the 2023 and 2024 editions, understood not only as a sports event but also as a tool for public awareness and cultural diplomacy: *"The Embassy of Italy has supported the model from the very beginning, not only in the Run for Autism marathon but also on the institutional side [...]. It believes that there is still no focus on the concept of disability as happens in Italy"* (A.1).

The Embassy also played a role in advocacy and networking, facilitating meetings with local institutions, technical roundtables and programmatic agreements, including the collaboration with the Sports University of Tirana: *"We have collaborated with Progetto Filippide to organize meetings with local institutions and to foster agreements with universities, including a memorandum with the University of Sports"* (A.1). The prospects highlighted by the diplomatic staff concern institutional consolidation, dialogue with the Albanian Ministry of Sport and territorial expansion beyond *Tirana*, with particular attention to *Shkodra*. Overall, the Embassy emerges not as a mere sponsor but as a strategic partner and active institutional actor, capable of using inclusive sport as a tool for cooperation, awareness-raising and social change.

4. Concluding discussion: impacts, limitations, and prospects for transferability

This contribution set out to describe and analyze a model of sport, inclusion and cooperation addressed to children and young people with autism in the Republic of Albania, investigating its effects at the individual, family, community, and institutional levels.

The evidence collected suggests that this model, as one of the first structured sports activities addressed to people with autism in the regional context considered, has produced a significant impact on participants. Caregivers' testimonies reveal improvements in the social competencies, personal autonomy, and general well-being of the young people involved. These findings appear consistent with the literature that recognizes structured physical activity as a relevant platform for promoting well-being, social participation, and the development of adaptive competences in neurodivergent people (Breen, 2006).

At the mesosystemic level, further benefits of the model concern the participants' families. The testimonies collected show how the shared sports experience contributed to changing parents' self-perception, fostering a transition from a condition of isolation to a more organized and conscious form of collective participation. Although this was not one of the primary objectives of the research, this dimension appears particularly relevant: the families involved seem to have experienced a partial overcoming of the stigma historically associated with disability in the regional context, where it is often perceived as a private condition to be hidden. The experience of seeing their children successfully take part in public and international events thus acquired symbolic and transformative value. This suggests that structured sports models

can affect not only direct beneficiaries, but also their closest relational contexts, helping to reduce social isolation and strengthen community organization.

At the macrosystemic level, the initiative was founded on a triadic and multilevel cooperation structure, based on collaboration among local civil society, academic institutions, and diplomatic and institutional actors. This public-private-diplomatic partnership configuration shows how cultural diplomacy and international cooperation can be strategically mobilized to make infrastructure, expertise and resources available, while at the same time helping to fill gaps in local welfare systems. From this perspective, the model analyzed does not merely provide a sport service, but promotes broader change in community norms, in the public perception of autism and in the modalities of social inclusion (Braun & Clarke, 2021).

The evidence that emerged therefore, makes it possible to identify the model as a particularly significant good practice in the Albanian context. It is important to underline that these results are situated within a sociocultural landscape that is still developing, characterized by a limited presence of public social assistance programmes and a shortage of sport services specifically addressed to people with autism. Within this framework, the experience provides relevant elements for understanding the potential ecological transfer of a sport-based, inclusive, and cooperative model capable of adapting to an institutional and cultural context different from that in which it originated.

Moreover, the breadth and differentiation of the impacts identified confirm the appropriateness of adopting qualitative and multi-informant approaches capable of capturing the complexity of the model, its development, and the

contribution it offers to the different actors involved. This methodological choice appears particularly suitable for analyzing processes of social innovation, inclusion, and the construction of community networks.

However, the study presents some limitations, including the small number of participants involved, the concentration of data collection in the Tirana area, and the absence of systematic triangulation with quantitative data, especially with regard to the assessment of individual impacts on young people with autism. Nevertheless, these limitations do not undermine the main purpose of the investigation, which was not aimed at producing generalizable findings, but rather at documenting a good practice, its functioning, and its potentially transferable elements in other contexts.

From this perspective, the research may be considered an initial exploratory contribution, to be further developed through longitudinal studies capable of monitoring over time the effects of the model at the individual, family, community, and institutional levels. Furthermore, the extension of the initiative to other areas of the country, such as *Shkodra*, could represent an opportunity to analyze how different administrative and territorial contexts influence the replicability and sustainability of the model.

In conclusion, the model analyzed shows how sport can be configured not simply as a recreational activity, but as a structural device for social inclusion, capable of translating international principles into concrete daily practices. Through sport participation, family involvement and cooperation among local and international actors, the model contributes to counteracting social stigma, promoting new forms of active citizenship, and supporting processes of transformation within regional welfare systems. By demonstrating the possibility of adapting and operationalizing the model beyond national borders,

the study offers an empirical example of a potentially scalable intercultural intervention grounded in the interaction between institutional resources, bottom-up participation and the narratives of the actors involved.

References

Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352.

Breen, R. L. (2006). A practical guide to focus-group research. *Journal of Geography in Higher Education*, 30(3), 463–475.

Cioni, L., & Magnanini, A. (2022). Le barriere ambientali alla pratica sportiva: uno studio di comparazione tra bambini con e senza disabilità. *Italian journal of special education for inclusion*, *10*(2), 211-220.

Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5(1), 80–92.

Ianes, D., & Canevaro, A. (2015). *Buone prassi di integrazione e inclusione scolastica: 20 realizzazioni efficaci*. Trento: Edizioni Centro Studi Erickson.

Isidori, E., & Benetton, M. (2015). Sport as education: Between dignity and human rights. *Procedia-Social and Behavioral Sciences*, *197*, 686-693.

Isidori, E., Migliorati, M., & Maulini, C. (2017). Lo sport come bene comune: tra politica ed educazione. *MeTis-Mondi educativi. Temi, indagini, suggestioni*, *7*(2).

Magnanini, A. (2018). *Pedagogia speciale e sport: Modelli, attività e contesti inclusivi tra scuola ed extrascuola.* Roma: InContropiede.

Ubaidulloev, Z. (2018). Sport for peace: A new era of international cooperation and peace through sport. *Asia-Pacific Review*, *25*(2), 104-126.

Zedda, M. (2023). Attività sportiva e Costituzione. Note pedagogiche. *RICERCHE PEDAGOGICHE*, (228-229), 159-171.

Riferimenti normativi

Commission of the European Communities. *White Paper on Sport*, COM(2007) 391 final. Brussels, 11 July 2007.

Costituzione della Repubblica italiana, art. 33, come modificato dalla Legge costituzionale 26 settembre 2023, n. 1.

International Olympic Committee. *Olympic Charter. In force as from 17 July 2020*. Lausanne: International Olympic Committee, 2020.

Legge costituzionale 26 settembre 2023, n. 1. Modifica all'articolo 33 della Costituzione, in materia di attività sportiva. Gazzetta Ufficiale, Serie Generale, n. 235, 7 ottobre 2023.

United Nations General Assembly. *Transforming our world: the 2030 Agenda for Sustainable Development*, A/RES/70/1. New York: United Nations, 25 September 2015.

United Nations General Assembly. *Sport as an enabler of sustainable development: Resolution adopted by the General Assembly*, A/RES/79/8. New York: United Nations, 13 November 2024.

United Nations General Assembly. *Convention on the Rights of Persons with Disabilities*, A/RES/61/106. New York: United Nations, 13 December 2006.

UNESCO. *International Charter of Physical Education, Physical Activity and Sport*. Paris: UNESCO, 2015.

Republic of Albania. *Law No. 79/2017 "On Sport"*, 27 April 2017, as amended by Law No. 105/2020, 29 July 2020.