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Recognition of Diversity, Inclusion, and Social Justice in Paralympic Sport

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Abstract

This article aims to understand how diversity, inclusion and social justice are recognized in Paralympic athletes, based on their feelings, perceptions and descriptions, coaches and parents. In addition, it illustrates and invites us to reflect on the current situation of the Paralympic sports system, the problems it faces today and its boom in the future. The sample had 50 participants divided into three groups: active Paralympic athletes with cognitive, motor and sensory disability (30), coaches (10), parents (10). The data collection was carried out from September to November 2021 and a qualitative methodological design was applied, continuing with the hermeneutic approach where the reality of Paralympic athletes is understood, followed by an ethnographic method to obtain an analytical description. Another component of the methodology concerns the unit of analysis where a convenience sampling with selection criteria was carried out. Finally, the collection techniques and instruments that facilitated the data collection needed for this research will be shown. This article illustrates and invites us to reflect on the sporting processes, participation, acceptance, support, and accessibility that the Paralympic athlete faces today.

Keywords: Diversity, inclusion, social justice, Paralympic sports.

Introduction

The purpose of this article is to examine the recognition of functional diversity among Paralympic athletes by analyzing their social inclusion, equality, and participation, with the aim of optimizing processes that foster greater engagement and retention of these athletes. This work seeks the athletes' integral development while respecting and adapting to their capacities and individual singularities.

Respect for difference and the acceptance of people with disabilities as part of human diversity are constantly in pursuit of social justice. The justice that guarantees dignified and equitable living and working conditions for all, without discriminatory treatment based on socioeconomic status or other factors. Equity requires acknowledging difference; it does not exist when, under a misconstrued Right to Equality, everyone is treated identically without recognizing particular needs. Therefore, equity entails a differential approach that demands preferential—or at least dignified—treatment for people with disabilities, not out of pity or compassion, but as a means to ensure the Right to Equality (Public Policy on Disability and Social Inclusion, p. 49).

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Regarding social inclusion, the European Union defines it as a process that expands opportunities and provides the resources that people at risk of poverty and social exclusion need to participate actively in economic, social, and cultural life and to enjoy the standard of living conditions and well-being that are considered normal in their society (Ríos et al., 2009). Inclusion takes on many meanings and nuances in physical activity and adapted sports; however, it can be understood as the process by which people with “disabilities” share the same spaces, equipment, and activities as their peers (Rouse, 2009). Accordingly, inclusive physical activity is both a philosophy and a set of practices that ensure that all individuals, regardless of age or ability, have equal opportunities to participate in physical activity (Kasser & Little, 2005). Article 30 of the United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006) states that adults and children with disabilities must have access to leisure, recreation, and sporting activities in both inclusive and specialized settings.

The International Classification of Functioning, Disability and Health (ICF) (WHO, 2001) enabled a shift from a deficit-based classification to one centered on competencies within health components. The term “functioning” encompasses all body functions, activities, and participation, while “disability” represents its “antithesis,” expressed through impairments, activity limitations, and participation restrictions. This marked an important change in how “disability” is currently understood, as it redirects attention toward the individual’s health status and capabilities (Reina, 2014). Furthermore, the ICF offers standardized language and a theoretical framework for describing health-related states, whose application now extends beyond the healthcare field.

Some models of inclusive physical activity are grounded in ICF elements, in which a variety of factors condition development **Reina**. Inclusion of adapted sports (**57©Psy, Soc, & Educ, 2014, vol.6, N°1**). These inclusive progress factors include (Kasser & Lytle, 2005):

- a. Personal factors (knowledge, motivation, perceived risks)
- b. Contextual factors (attitudes, language, professional competence, accessibility, administrative support)
- c. Task/activity factors (equipment, proposed activities). Thus, the success of the inclusion process essentially depends on the interaction between the individual and the proposed tasks, which requires adjustments based on the capabilities of the person—whether as a user, athlete, or student.

After reviewing several authors who have examined inclusive processes in physical education (Block, 2000; Block & Obrusnikova, 2007), as well as in other physical activity and sport contexts (De Pauw & Doll-Tepper, 2000; Pérez-Tejero, 2013), it is possible to evidence that different hypotheses or postulates emerge concerning

participants in inclusive activities. These include the following statements: each person is unique, with distinct physical, cognitive, emotional, and social abilities and needs; every individual has the right to benefit from inclusive physical activities; a person's abilities vary and are shaped by the interaction between the individual, the practice context, and the tasks performed; people have the right to choose and make their own decisions; and each individual can learn from the experiences of others.

Thus, the benefits of inclusive practices have been widely documented for practitioners. Among the most frequently highlighted are: respect for individual differences and abilities; greater awareness of one's own strengths and weaknesses (Lindsay, McPherson, Aslam, McKeever, & Wright, 2013); access to a broader range of opportunities and experiences (Block, Taliaferro, Campbell, Harris, & Tipton, 2011); enhanced motivation and normalization through experiences in real environments (Pérez-Tejero, Ocete, Ortega-Vila, & Coterón, 2012); development of resources that prevent isolation from significant others; stronger feelings of acceptance and community (Suomi, Collier, & Brown, 2003); increased contributions to program objectives and outcomes; and greater individual value and self-esteem (Martin & Smith, 2002).

Within Paralympic sport, however, certain limitations remain evident. These include a lack of opportunities for sports participation, barriers related to accessibility and transportation, limited information about available programs, and the costs associated with practice, particularly with regard to specialized sports equipment.

The report by Ríos et al. (2009) also highlights several social conditioning factors. These include the general population's lack of knowledge about the needs of the people with disabilities (functionally diverse collective), which may result in avoidance, lack of solidarity, or lack of awareness. Other factors are the limited understanding of the social profitability of providing equal opportunities or adequate programs tailored to users' needs, the insufficient or precarious training of some physical activity and sports professionals, and the persistence of preconceived ideas that promote specific ("segregated") programs, hindering progress toward an inclusive approach. Additional barriers include the attitudes of families of people with disabilities—stemming from a lack of knowledge of benefits, unjustified fears about sports practice (overprotection), or lack of time to provide necessary support—as well as weak networks and poor institutional coordination.

Once we recognize the inclusive movement within the sports field, we begin from a conception of an adapted sport that encompasses all modalities designed for people with disabilities, either because a series of adaptations and/or modifications have been introduced to facilitate practice or because the structure of the sport itself allows participation without significant adjustments (Sanz & Reina, 2010). However, the notion of adapted sport is multifaceted, ranging from sports as "health for all" or recreational—

where the inclusive process is more readily attainable—to competitive and high-performance domains (Sanz & Reina, 2012).

Sport was undoubtedly the social phenomenon that experienced the greatest development in the 20th century. Within this so-called “great era of sport,” Paralympic sport reached a significant level of growth, evolving through different stages—from functional rehabilitation to high-performance competition. The Paralympic system, which encompasses athletes with disabilities, has established an autonomous administrative structure represented by the IPC (2012). Currently, the IPC includes 165 National Paralympic Committees, along with four International Sport Organizations for specific types of disability: the International Wheelchair and Amputee Sports Federation (IWAS), which represents athletes with physical impairments; the Cerebral Palsy International Sports and Recreation Association (CP-ISRA), which represents athletes with cerebral palsy; the International Blind Sports Federation (IBSA), which represents athletes with visual impairments; and the International Sports Federation for Persons with an Intellectual Disability (INAS-FID), which represents athletes with intellectual disabilities. Both conventional sports federations and Paralympic federations have demonstrated accelerated development in recent decades, as they have successfully adapted traditional sports structures to the needs of the Paralympic system (IPC, 2012).

The International Paralympic Committee takes part in various policy-making arenas that foster the holistic development of people with disabilities worldwide (CPC, 2008). In this context, sport has emerged as a powerful tool for achieving genuine and comprehensive social inclusion.

The Paralympic Games were first held between 1960 and 1972 under the name Stoke Mandeville Games and, in 1976, as the Toronto Olympics (Briskin, 2010). In 1984, they were officially renamed the Paralympic Games, and since 1988, they have been organized with the same structure, rituals, competition format, and venues as the Olympic Games (Matveev et al., 2006). Like their Olympic counterpart, their growth has been remarkable: going from 400 athletes representing 23 countries in Rome 1960 to 3,951 athletes from 146 nations who competed in Berlin 2008.

Holding the Paralympic Games in the same venues and with the same logistical and technical structure as the Olympic Games represents recognition of equal rights and achievements. The medal an athlete obtains for their country has the same value in both events. The flag displayed during the award ceremony is the flag of the athlete's country of origin, and, therefore, at that moment, a representation of a nation is made, not of a population sector.

In the competitive scenario, most sports in the Paralympic program are adapted modalities of Olympic sports. The exceptions are goalball, boccia, and wheelchair rugby, which are sport disciplines created considering the disability condition of their

practitioners; however, their training and competition processes comply with the same standards established for so-called conventional sports.

Thus, Paralympic sport can be understood through a principle of justice: the satisfaction of basic needs must be complemented by a principle of equality, which holds that every person should enjoy the same level of well-being. David Miller, for example, argued in his 1976 book *Social Justice* that “Equality is achieved by prioritizing the satisfaction of needs and, thereafter, by satisfying each person’s additional desires to the greatest extent possible, given available resources.” (Miller, 1976, pp. 143–144). Social justice concerns the distribution of benefits and burdens within a society of rational agents. A just society is one that has established institutions, mechanisms, and public organizations to allocate benefits and burdens, advantages and disadvantages, in ways that can be considered as just according to a chosen criterion. The key question, then, is which criterion should be used to determine a just distribution. The principle of justice invoked here is grounded in the criterion of guaranteeing the satisfaction of the basic needs of all members of society.

Three principal conceptions of social justice coexist today: social justice as distribution (Rawls, 1971; Nussbaum, 2006; Sen, 2010), recognition (Collins, 1991; Fraser & Honneth, 2003; Fraser, 2008), and participation (Young, 1990; Miller, 1999; Fraser & Honneth, 2003; Fraser, 2008). The first focuses on the distribution of material and cultural goods, and on capabilities; the second emphasizes recognition and cultural respect for every individual and the existence of just social relations; and the third concerns participation in decisions that affect one’s own life—i.e., ensuring people can participate actively and equitably in society. These conceptions are not mutually exclusive and share substantial overlap.

Methodology

The study was conducted from a qualitative ethnographic perspective, relying on the analysis of descriptive data and focusing on the meaning and observation of a social phenomenon within participants’ natural environments (Van Maanen, Taylor & Bogdan, as cited in Deslauriers, 2004, p. 29). This approach enabled an understanding of how participants are recognized in their natural and social contexts.

The study’s epistemological foundation was symbolic interaction, which considers the reality of Paralympic athletes as socially constructed through their feelings, ideas, and perceptions. This perspective positions communication and socialization as key tools for expressing and interpreting athletes’ experiences of diversity within Paralympic contexts.

The research involved 50 participants: 30 Paralympic athletes (10 with motor disabilities, 10 with sensory disabilities, and 10 with cognitive disabilities), 10 coaches, and 10 parents. Selection criteria included length of involvement in sport, age, sports discipline, willingness to participate voluntarily, and parental authorization.

To achieve the objectives, the research first approached Paralympic athletes, then obtained the necessary permissions and selected participants. Data collection was carried out through various techniques, with corresponding descriptions of what was said and observed, as well as the forms of interaction within the sports context. Subsequently, the data were interpreted through classification and extraction of categories of relevance. Matrices were created to determine meaningful categories, and finally, theoretical discussion was developed through interpretation and triangulation among participants, authors, and researchers.

The techniques and instruments employed were observation and surveys, which promoted spontaneous and precise opportunities for exchanges with Paralympic athletes, coaches, and parents. These tools enabled inquiry into general aspects of athletes, such as Paralympic sports experiences, knowledge of their respective disabilities, inclusion as a social process, and accessibility, among other dimensions, thereby generating meanings related to diversity.

Design:

The research design follows a systematic review methodology of scientific literature on each studied subject. To store the information retrieved, the Mendeley reference manager and an Excel spreadsheet were used. To develop this type of review, the following steps were considered: problem identification, literature search, data evaluation, and data analysis (reduction, visualization, and comparison).

Problem identification: Sample: Paralympic athletes; topic of interest: social inclusion, diversity, and social justice for Paralympic athletes; type of research: qualitative.

Literature search: Indexed academic publications, published between 2005 and 2021, with access to full text and available in electronic databases with titles, abstracts, or keywords related to functional diversity, inclusion, social justice, and Paralympic sport. A digital search of scientific databases was conducted in Medline, Academic Search Complete, Complementary Index, Scopus, and Science Direct.

Data evaluation: After the source search, initial separation was made by title; then abstracts and related keywords were reviewed, continuing to evaluate findings. Inclusion criteria were: a) studies published in academic journals; b) qualitative research; c) studies related to functional diversity, inclusion, and social justice; d) study population of Paralympic athletes. Exclusion criteria were research that did not meet inclusion criteria and was not published in full.

Selection Process. Figure 1.

Sources found in English and Spanish:

- Mendeline: N = 165
- Academic Search Complete; n= 187
- Complementary Index: n= 136
- Scopus: N 103
- Science Direct: N = 18
- ProQuest:n=38

Total: n= 647

Final Studies for the Integrative
Review Process
N = 21

Excluded studies
N= 626

Results and Discussion:

Paralympic sports within Olympic federations have involved not only administrative integration but also technical alignment. In this arrangement both sectors benefit: the range of offerings in conventional sport expands while the number of competitions for athletes with disabilities increases. As a logical consequence, this situation tends to attract greater public attention to events, foster increased athlete specialization, and accelerate performance development.

It is important to note that, beyond disability-specific differences, both sports sectors now share many characteristics. Key similarities include:

High scientific profile. Training processes are becoming more complex over time. Training dynamics are scientifically informed, incorporating contributions from multiple related disciplines.

Organizational forms. Paralympic sport has emerged and consolidated more rapidly than conventional sport because it adapted its functional structure to meet specific needs. The Paralympic system now has an autonomous structure that governs sports at the international level.

Training processes. Training dynamics in Paralympic sport present a structure similar to that of conventional sport: comparable duration, sessions, training density, and relative volumes (adjusted according to disability classification), as well as similar needs for medical support, competition schedules, and logistics. It is well known that many Paralympic athletes conduct their training alongside conventional athletes. This is

particularly common in swimming (especially in higher classifications), athletics, cycling, archery, shooting, and table tennis; some even compete within standard cycles together with non-disabled athletes.

Olympic athletes with disabilities. A historical review documents several notable cases of athletes with disabilities who participated in the conventional Olympic Games (Jones, 2010). Examples include George Eysel, an American gymnast who, after losing his left leg as a teenager, won three gold medals in gymnastics at the 1904 Olympic Games; Oliver Halasy, a Hungarian water polo player with a partial left-leg amputation, who was a gold medalist in 1932 and 1936; and Liz Hartel, a Danish dressage rider who, despite being paralyzed from the waist down due to polio, won silver medals at the 1952 and 1956 Olympics in individual dressage. Karol Takacs, who was a member of Hungary's national pistol-shooting team and one of the country's top athletes, after losing his right hand performing military maneuvers, learned to shoot with his left hand. At the 1948 Olympic Games, to participants' surprise, he won Olympic gold in pistol shooting, a title he repeated in 1952. Jim Abbott, a baseball pitcher and Olympic medalist from Seoul in 1988, played ten seasons in Major League Baseball (MLB), the so-called Big Leagues, despite being born without his right hand. The case of Terence Parkin, a deaf South African swimmer who won an Olympic silver medal in the 200 m breaststroke, is also frequently cited for its particular relevance considering his deafness meant a great disadvantage against his rivals at the starting point.

Athletes who competed in both Paralympic and Olympic events. A small group of athletes have participated in both Paralympic and Olympic competitions. Notable examples include Neroli Fairhall (New Zealand), the first paraplegic athlete to compete at the Olympic Games; she participated in the 1974 Paralympic Games in athletics events. Then in 1980, she won a gold medal in archery in the Paralympic Games and tried to do the same in 1984 at the Olympic events. This athlete also participated in the 1988 and 2000 Paralympic Games. Paola Fantato (Italy) is an accomplished archer who competed in multiple Paralympic Games, going from Seoul in 1988 to Athens in 2004, achieving five gold medals, a silver one, and a bronze one. This athlete, who due to her polio condition used a wheelchair for mobility, also participated in the 1996 Atlanta Olympic Games; Marla Runyan (USA), a visually impaired runner who represented the United States at the Sydney 2000 Olympics in different disciplines after being crowned four times champion at the 1992 Barcelona Paralympic Games and achieving gold and silver in 1996 in Atlanta; and Natalie du Toit, a South African swimmer who excelled worldwide in competitions during her childhood and adolescence. At age 17, she suffered an accident that resulted in amputation of her left leg, a fact that affected her sports career but not her desire for achievements. In 2004, she participated in the Athens Paralympic Games, achieving three gold medals and three silver ones. In 2007, she reached her qualifying mark for the Beijing 2008 Games, where she participated in the 10k event, placing 16th; subsequently, she participated in the Paralympic Games, obtaining five gold medals. The last athlete is Natalia Partyka (Poland), a Polish table tennis player who won gold medals at the Athens and Beijing Paralympic Games in table tennis and

participated in the Beijing Olympic Games. The most recent reference is Brian McKeever, an athlete who was part of Canada's national ski team in the cross-country modality, who participated in the Vancouver 2010 Olympic Games and has competed three times in the Winter Paralympic Games (Salt Lake 2002, Turin 2006, and Vancouver 2010) in cross-country and biathlon events, in which he won seven gold medals, two silver, and one bronze. Despite the coach deciding to relieve him before the race, he is so far the first athlete to register participation in both events (Jones, 2010).

Each of these situations evidences a remarkable development process for Paralympic sport. A significant increase in coverage and audience presence at event venues is observed. It should be noted that sport in both spheres, "Olympic sport" and "Paralympic," has an outstanding mission: to consolidate as a social inclusion process.

When analyzing the development dynamics of Paralympic sport, it is found that it presents, in many cases, great similarity with Olympic sport's heyday, mentioning some notable difficulties:

Lack of sport knowledge. There is widespread ignorance about the dynamics of Paralympic sport (classification systems, events, and competition formats). Sports commentators and presenters on radio and television generally do not educate the public on these issues, resulting in inadequate media coverage; consequently, sponsors are not attracted, and a sports culture around the Paralympic movement fails to consolidate (Doll-Tepper, 1994). That situation has been changing, and some sports are already consolidating as spectacles with substantial public attendance; international sporting events such as wheelchair basketball, swimming, and ice hockey stand out among them (Sainsbury, 2004).

Economic difficulties. This problem arises because disability—particularly in developing countries—is closely linked to poverty, which directly translates into limited coverage of sports programs for people with disabilities and helps explain the large performance gaps observed between countries. World Bank studies indicate that in Latin America more than a quarter of the population is directly or indirectly affected by disability, and around 82% of those individuals live below the poverty line (Samaniego de García, 2006). Despite important advances, in many countries, resources allocated to the Paralympic sports sector are still viewed from a health-support perspective—framed as disability assistance rather than competitive sport—and therefore the availability of resources depends on agencies not directly related to sport, thus impeding sector development.

Low private-sector participation. This situation stems from the relative youth of the Paralympic system and from general unfamiliarity with Paralympic sport. Nevertheless, at the international level, it should be clarified that international Paralympic events have been systematically involving private companies, and there are already athletes sponsored by these companies, beyond government support, thus showing dynamics

toward professionalism that characterize today's high-performance sport. These developments point toward professionalization trends that characterize contemporary high-performance sport. Consequently, what is today perceived as an adversity represents a significant opportunity for companies seeking to consolidate their brands through sports events, particularly where major events find close doors or face inaccessible costs (Sánchez & Mercado, 2011).

Ethical problems. The desire for achievement and recognition can give rise to abnormal and unethical situations that affect other areas of the system. Unfortunately, administrative corruption is among the recurring problems, and a frequent malpractice involves exaggerating the disability conditions by athletes, either on the athlete's own initiative or at the suggestion of others, to obtain a lower classification and thereby gain a competitive advantage over rivals.

Medical exemption. The clinical particularities of disability mean that many athletes must take medications on an ongoing basis. Some of these substances appear on anti-doping prohibited lists, so athletes may need to request medical exemptions. Although this mechanism is fully regulated, it can create competition-specific situations that could generate concerns about potential misuse or fraud.

Insufficient medical and functional classification coverage. This fact limits possibilities for broad participation of sector athletes. Qualified classifier teams are insufficient to offer necessary system coverage and, as a rule, belong to countries with high sports impact, and their participation in national processes in developing countries is low, thus limiting athletes' participation possibilities.

Insufficient specialized personnel. This relates to low coverage of qualified coaches in training and disability. Similarly, it is considered that there are not many training centers for medical support personnel for Paralympic sports processes. It is important to note that most national universities with programs related to physical activity, sport, and recreation have been systematically incorporating courses related to Paralympic sport, and, generally, new graduates already possess theoretical-practical elements of adapted sport.

Scarce research on sports training processes oriented to the Paralympic sector. While it is clear that in the last decade the number of research studies and publications related to Paralympic sport multiplied, it is evident that this is a field of action with a broad scope for development. Greater scientific rigor is required in process monitoring as a way to avoid methodological errors that may affect participants' health.

Non-adapted sports venues. This is one of the main weaknesses of the sports system in most countries and is a situation that limits development possibilities for the Paralympic sector (Doll-Tepper, 1994).

Limited public transportation accessibility. This situation, widespread in most developing countries, hinders athletes' access possibilities to practice sites.

High costs of specific sports implementation. This reality generates a wide gap in achievement possibilities for athletes from third-world countries versus economically strong countries. High costs of prostheses and wheelchairs for different disciplines mean

access possibilities to high technology become limited and hence, generate imbalance in athletes' competitive participation.

On the other hand, sports training is a system integrated by different components: technical, tactical, physical, psychological, theoretical, and integral. All components are important for achieving results; therefore, Paralympic system coaches must assume a commitment that implies knowing about sports training general theory and methodology and elements related to a specific sport and disability particularities. Historically, this process presented two approaches: on one hand, the proposal to adapt conventional training methodology development to the Paralympic sector and, on the other, consideration of disability as the guiding element of the process. It is understood that both proposals are valid and depend on each case for implementation. As Paralympic sport has evolved, it has shown increasingly closer proximity to traditional sport methodology. Thus, in some countries there is great administrative proximity for processes, and these develop in an integrated manner for some athletes. In any case, for processes with Paralympic sector athletes, specific aspects must be considered; they include:

- Type of athlete's disability
- Form and date of disability acquisition
- Level of functional and motor impairment
- Sports background
- Real achievement possibilities
- Process development conditions

It is important to remember that any physical activity performed by an athlete leads to anatomical, physiological, biochemical, and psychological alterations. The benefit such activity generates will depend on load characteristics (duration, volume, intensity, density, and frequency) and an adequate application methodology (Forteza de la Rosa, 2001).

There are several approaches that occupy the International Paralympic Committee's attention, especially in promoting women's and athletes with severe disabilities' participation in the competitive scenario (Sainsbury, 2004), allowing cultural changes to be generated and hence allowing for greater spaces of social inclusion for people with disabilities in different environments. Athletes' achievements in sports events and their visibility through media generate a positive impact on the collective imagination about broad possibilities for social participation by people with disabilities.

Sport is inspiration, and, in the case of Paralympism, this concept acquires even greater value, as it changes social paradigms from limitation to power. The Paralympic athlete who achieves high-level results ceases to be an object of pity to become a subject of admiration. Life stories of Paralympic sector athletes imply overcoming the difficulty

inherent to disability and, extensively, developing a training process aimed at sports achievements.

Today there is broad discussion about diverse aspects alluding to the dynamics of different sports organizations, considering sports realities, where they demonstrate parallel growth of Paralympic and Olympic levels, while there is a precise relationship in their administrative, organizational, and technical structure (Gómez, 2009).

Based on recognition in boys' and girls' formative processes, sports activity became a worldwide cultural manifestation, which resulted in this sport reaching countries around the world, leaving aside the political, economic, social, religious, gender, and age diversity of participants.

Within the present research, results are presented through the Paralympic Athletes Survey; first, in the general process, after recognition of the diversity, inclusion, and accessibility of Paralympic athletes (figure 1).

Despite previous considerations, it is also evident to note development toward a future in the Paralympic sector. Thus, public attendance to these events increasingly expands the spectacle and acceptance. And beyond results in terms of times and marks, Paralympic sport is a tool that favors social inclusion.

Conclusions

This article has aimed to show the current reality of Paralympic athletes regarding their functional diversity recognition process, inclusion, and social justice. Participation in physical or sports activities is conditioned by a series of personal and contextual factors that can act either as facilitating agents or barriers.

Sport is inspiration, and in the case of Paralympic sport, it acquires greater value by changing social paradigms from limitations to power, becoming a subject of admiration and triumph.

Sport as a fundamental means in society provides access opportunities to all people, with and without functional diversity. For this reason, Paralympic sport increasingly advances in its participants, policies, and organizations, who bet on inclusion through acceptance, participation, and equality. In such a way that conventional and Paralympic sports bodies must work on accessibility and generation of scenarios that facilitate sports practices.

While Paralympic sport has advanced in recent years, it must also be specified that there is still a need to reflect on and understand its reality, especially in underdeveloped countries where economic, infrastructure, accessibility, communication, clothing, and sports elements support remains scarce.

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