

Social Inclusion in Sport

Educational Material

Andre Gomes, PhD



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Authors:

Andre Gomes, PhD

Reviewers:

Prof.dr. Kada Delic, Special Olympics of Bosnia and Herzegovina
Prof.dr. Edina Kuduzovic, Faculty of Education and Rehabilitation, University of Tuzla

Proofreader:

Amila Mujezinovic, PhD

DTP:

Dino Alic

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Introduction

Sport and physical activity must be open and accessible to all and has a fundamental role to play in the nation's physical and mental health. In this way SocPort aims to bring more awareness about the importance of physical activities for people with disabilities, or according to Booth & Ainscow (2002, p.2) to "support diversity".

In a world dominated by a 'capital', profit and competition, it is important to make clear that 'inclusion' is a process that involves change, and as we know, change is not always welcome in the society. Promoting "sports for all" is a process that takes time and demands cooperation, ideas and networking from everyone involved in the process.

Inclusion in and through sport starts with respect and appreciation for all athletes and coaches. Everyone should feel welcome in a sporting environment, and only by respecting each other – we can make steps towards inclusion.

Giving access (restructuring a sporting environment), and welcoming people with some kind of disability are other important factors that require courage and recognition of the rights of people with disability to practise sport. New policies and offers of sports practices must be instituted to take this step towards acceptance. These actions have led to emphasizing the role of clubs and sports associations in creating communities and developing inclusive and cooperative values.

In this sense this paper was designed to clarify basic concepts of what is generally known about inclusion in general and in sport with the reference on the work of Booth & Ainscow (2002), and German Disabled Sports Association (2014) that worked on the initial ideas of the index, adapting the whole text to the area of sport and leisure.

In the Part I of the material, the understanding of inclusion and inclusion in and through sport is explained from the points of view of different actors in inclusion.

Part II deals with the index process as a possible way of inclusive development and describes the way of using the questionnaires and materials given in the Index.

In Part III consists of the working materials and questionnaires that can accompany the index process and/or to find out about the opinion of specific target groups.

The document ends with a literature list, used to prepare this documentation.

Part I – HOW TO DEVELOP AN INCLUSIV SPORT COMMUNITY?

What we know about inclusion

Translated from Latin, inclusion means "to belong" or "to be included" and refers to living together in a community. It is therefore about each person being accepted in their diversity and in all their dimensions as a member of society who, with their individual contribution, moves the community forward (Nuding 2016, p.16).

Inclusion seeks to ensure that all individuals or social groups, especially those who are segregated or marginalised, can have the same possibilities and opportunities to fulfil themselves as individuals.

In this context, inclusion is understood as a human right that guarantees the equal participation of all people in society and provides the necessary support to people who have encountered barriers so far, including people with disabilities (Textor 2016, p.27).

As far as educational inclusion is concerned, diversity is seen as a positive value within the school. It understands that everyone is different and that, regardless of our characteristics (physical, psychological, social, cultural), we have the same right to receive a quality education.

The right to education for all is guaranteed in various international and national laws around the world. A number of reforms are currently being promoted on the political agenda in different countries, with the main efforts being related to the development of more inclusive education systems (OECD, 2015). The term inclusion has gained currency internationally since it was argued in the Salamanca Statement (UNESCO, 1994) that schools with an inclusive orientation were the most effective way to combat discriminatory attitudes, create welcoming communities, build an inclusive society and achieve the goals of Education for All.

In addition, the Article 19 of the UN Convention on the Rights of Persons with Disabilities (CRPD), recognises the right of persons with disabilities to live in the community with the same choices as others. Independent living is to be understood in the sense of self-determined living. At the same time, the UN Convention on the Rights of Persons with Disabilities imposes on states the obligation to take effective and appropriate measures for the realisation of this right and for full inclusion and participation in the community.

In this sense a worldwide reference on the subject is the Index of Inclusion (Booth & Ainscow, 2002). In the Index, inclusion is not just about access to mainstream schools for students with disabilities, but about removing or minimising barriers that limit learning and participation for all students. The Index presents a carefully planned process of progressive change, as assumed in many other educational innovation initiatives, and also aims to bring about changes in culture and values that enable school staff and students to adopt inclusive practices that go beyond any particular identified priority (p. 13).

Diversity in society does not refer exclusively to people with disabilities, but includes everyone. The **appreciation of diversity is a fundamental idea of inclusion**. Every person has special interests and also challenges. Inclusion also means that every person can participate in all areas of society in a self-determined way and on an equal footing - right from the start and regardless of individual characteristics. All people belong, everyone can participate and no one is excluded. Inclusion does not limit the social vision of people living and acting together to people with disabilities, but includes all dimensions of heterogeneity such as gender, age, religion, sexuality, ethnicity, etc. (cf. Hinz, 2009).

An important prerequisite for this is that, as far as possible, all barriers for all people in society are gradually removed. And what are these barriers?

Removing the structural barriers means every person is enabled to get around and access buildings, public transport or travel services can be used without barriers and appropriate aids for everyday life are available.

Removing the communication barriers means the information (e.g. letters, newspapers, laws and regulations, timetables, websites) is understandable and accessible to all and everyone can communicate (with each other).

Removing barriers in the minds means having a positive personal attitude. Inclusion as an attitude is reflected in our daily life, thinking, acting and language. The focus is on mutual respect, appreciation and recognition of our fellow human beings.

To overcome all those barriers, it is necessary to be active. We do not only need to know and spread the word inclusion, but we also want to learn to see inclusive living as the normal case in sport and everyday life. We want to live inclusion in sport. As we know that sport is an important point for our health and life and therefore for our quality of life.

Inclusion in and through Sport

Play, exercise and sport make important contributions to the education and health promotion but also to prevention and the process of rehabilitation. There is a general consensus that all kind of sport association have to be confronted with the inclusion in our society. They have to work to enable comprehensive participation and create inclusive opportunities for all.

Inclusion is understood as a cross-sectional task. Inclusion should be considered in the various fields of action of competitive sport, grass-root sport, prevention and rehabilitation sport, children's and youth sport, school sport, senior sport, in faculties for physical education, voluntary work, environment, sports facility construction and in other numerous events.

Each and every person should have a chance to choose the activity, game and sport offer in his or her environment according to his or her individual wishes and preconditions and participate in it - self-determined and with equal rights. On the other hand, it is also about participation (having a voice, taking part) in the structures of organised sport on a full-time and voluntary level.

However, it is not a question of everyone having to do sport together, **but that individual needs have to be taken into account**. Everyone should be able to exercise the right of choice. For example, it should be possible to choose between different sports clubs and sports offers and to express wishes regarding the organisation. This can refer to doing sports in a certain homogeneous group, in so-called **protected spaces**, (e.g. only women's or men's sports group, sports group for people with disabilities) or it can also mean that someone decides not to engage in a certain sport activity.

Inclusion through sport means promoting an understanding for each other and mutual recognition and respect through sport. This is realised through playing sports together or also through the perception of achievements and abilities.

It is important to note that games and sport activities **for** people with similar disabilities should be distinguished from inclusive activities. An essential feature of disability-specific offers is, on the one hand, disability-specific forms of games and sport (e.g. football for the blind, wheelchair basketball), and on the other hand also supplementary medical-rehabilitative measures for various indications (Diabetes mellitus, intellectual disabilities, stroke) within the framework of **rehabilitation sport** (athletics, swimming, gymnastics, movement games in groups). All offers should be supervised in appropriate groups and in suitable exercise facilities by qualified trainers.

In inclusive sport, the activities for different target groups are basically adapted or designed from the beginning in such a way that everyone can participate together. However, inclusion and disability sport are not mutually exclusive. Sport for people with disabilities also create inclusion in and through sport and can be opened up (e.g. wheelchair basketball, sitting volleyball, football for the blind, goalball, etc.) as well as carried out inclusively. In this way, they can be made attractive for all people.

3- Actors of inclusion

3.1 Inclusion - What does it mean for you personally?

Basically, sports associations and clubs offer many opportunities to make inclusion a reality, even in small steps. There are many good approaches and starting points for the development of an inclusive society and, most importantly, sport in particular can rely on numerous committed supporters. However, what does inclusion mean for you personally? This is probably the first question you ask yourself when you deal with this topic.

Inclusion begins in the mind.

Every person can make an individual contribution to an inclusive society. For you, this presupposes that:

- You are open to new things
- You show a tolerance
- You value diversity
- Every human being is respected in his or her being
- You see differences as good and necessary

3.2 Sports associations

Organised sport sustains above all through its voluntary commitment - an essential pillar. Regardless where they work and what they do - volunteers all do something good - for others and for themselves.

As a manager you hold the reins of association development. You are in a position to initiate processes of change or to further establish successful measures.

The sports association should be designed as a living environment in such a way that the interests, perspectives and possibilities of the various target groups living in its environment are considered (social space orientation). One thing is certain: sports clubs are ideal platforms for initiating inclusion processes. Some of them already provide the personnel, space and organisational conditions for equal participation.

For sports clubs, inclusive processes could look as follows:

- Make inclusion a topic in your club (e.g. in committee meetings, working groups, events)
- Make inclusion a topic in politics - present your commitment to the municipality, city, community
- Strengthen lobbying with the responsible municipality, city, community to review and implement accessibility in sports facilities
- Give recommendations and advice to municipalities, cities, communities for barrier-free implementation of building measures
- Provide a contact person and introduce him/her to the club structures
- Check and implement inclusion concepts of the regional sports federations or professional associations to implement the idea of inclusion in the club (e.g. information material on how to deal with the topic, recommendations for action)
- Take advantage of the advisory and information services on inclusion offered by the regional sports federations or professional associations (needs-oriented/target group-oriented)
- Look for good examples from practice and establish them in your structures
- Take part in competitions and calls for projects on inclusion organised by the regional sports federations or professional associations
- Introduce an "inclusion pot" from which small initiatives can be funded
- Enable new courses for your trainers and coach
- Establish and expand networks with sports clubs for the implementation of events in recreational and mass sports (e.g. joint games and sports festivals), is a good possibility to promote inclusion
- Establish and expand networks with sports clubs to joint events in competitive sports (e.g. joint training sessions or competition)
- Establish and expand networks with educational institutions (e.g. kindergartens, schools, universities)
- Establish and expand networks with social institutions (e.g. child/youth welfare institutions, adult and senior citizen welfare institutions, church institutions, institutions and associations of disability welfare).

PART II - The Index in the Practice

The index questionnaire offers organised sport clubs the opportunity to build and expand a sports landscape in which every person in their area can find a suitable offer where they can experience fun and participation.

The questionnaire is intended to:

- Encourage sports associations/clubs to make inclusion a topic in their structures
- Confirmation to continue on the path they have chosen
- Show ways to check structures and offers to see if and how an opening is possible

Sports associations/clubs can find out:

- how they can implement inclusion processes (remove barriers, enable participation)
- where they already fulfil the idea of inclusion
- what is already working well
- what conditions could still be created that it is worthwhile to work for inclusion

It is particularly important to develop an understanding that inclusion is an enrichment for all people and offers opportunities for self-determined and equal participation.

The questionnaire is an orientation aid for inclusive development and is aimed at all levels and persons of sports association.

Approaches can, of course, also be of great benefit to all those who implement sports programmes or would like to implement them in the future:

Sports associations/clubs are supported by being given concrete possibilities for implementation in various areas. They can take implement or adapt them to their own situation.

Board members and managers can question their own actions and activities. They can use the questions to reflect on themselves and to think about possible adjustments to their sports or training programmes.

Members can use the questions in the index to enter into a discussion with the sports association/club and thus raise the issue from the grassroots level.

Preparatory notes for the questionnaire

The questionnaire is focused on the ways and possibilities of inclusion. It offers room for change and adaptation. Each sports association/club can create its own version of the questionnaire by adapting it to its individual situation and needs.

Existing objectives and questions can be changed, own ones added or others omitted. The approach depends on the size and structure of the sports association/club and can vary greatly.

Some of the clubs will certainly see starting points based on these questions and start working directly. In other sports federations/clubs, some objectives and questions may not be applicable due to the orientation of the sports federation/club. However, these adaptations should not prevent you from tackling unpleasant questions or objectives.

The situation in the sports association/club is "explored" through three interconnected areas (Fig. 1). These three areas are necessary to analyse and develop inclusion in the sports association/club.

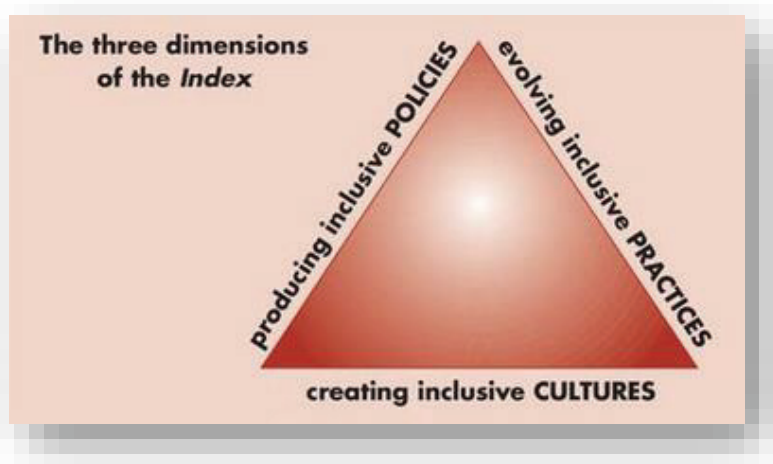


Fig. 1. Dimensions of the Index

A - Creating Inclusive Cultures

This area includes the common understanding of inclusion and aims to create an accepting, collaborative and stimulating community. Area A - Creating Inclusive Cultures, is deliberately placed as the base of the triangle. Inclusive cultures are the basis of sports association and club development that initiate changes in the other areas (B and C).

B - Establish inclusive structures

This area aims to ensure that inclusion permeates all sports association/club structures. Inclusive club/association structures that consider the diversity of all are created (e.g. barriers are removed etc.).

C - Develop inclusive practices

This area reflects the cultures and structures of the sports club/association in order to be able to develop inclusive practices (e.g. networking of the sports club with other institutions/organisations).

The three areas are subdivided into different objectives that represent an important component in sports association work and development (Fig. 2). The importance of each objective is specified by several questions.

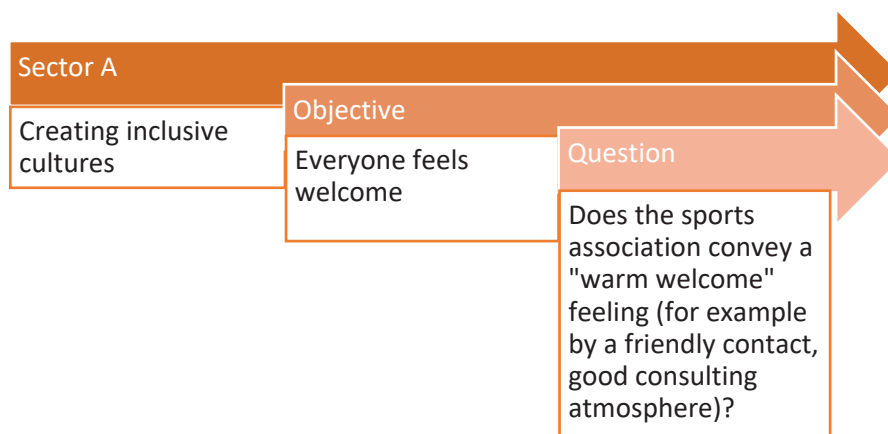


Fig. 2. Objective division

(For better understanding, the terms "dimensions" and "indicators" of the School Index have been renamed "objectives" and "questions").

The questions for each objective invite sports federations/clubs to explore its facets in detail.

They invite to reflect on a specific objective and to become aware of existing experiences.

In this way, the questions sharpen the perception of the situation in the sports federation/club, give additional ideas for development activities and serve as criteria for evaluating progress.

The objectives and questions are not meant to be seen as absolute, i.e. space is provided at the end of each question section to invite people to add their own questions.

There are no limits to the creativity of the people involved in the index process.

The Index Process

The Index Process describes individual phases of sports association/sports club development. It is intended to help apply the Index for Inclusion in and through sport in practice and to serve as a support or guide.

The Index process provides the basis for a detailed collaborative inventory that includes the experiences of every person associated with the sports association/club. It is not about assessing the competences of individuals, but rather about finding ways to promote inclusive development.

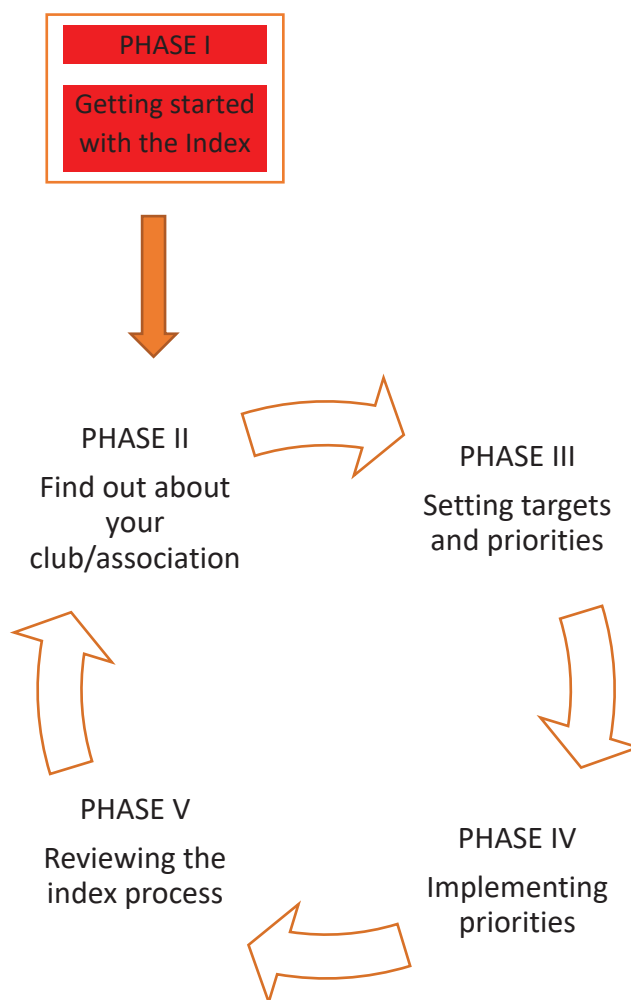


Fig.3. Different phases of the index process (adapted from Booth and Ainscow, 2002)

You will notice along the way that:

- you discover possibilities for inclusive developments that you were not aware of before
- the sports association/club is more inclusive in some areas than previously thought
- the sports association/club is less inclusive in some areas than previously thought

- the way in which all those involved work with each other also changes
- the interpersonal interaction between the members has also changed.

The introduction to the index - where do I start?

This question will certainly arise when you start with the index.

You decide for yourself where to start!

It is not specified that you should always start at the "beginning".

Inclusion is a dynamic process, some are further along in the process, others are not yet ready.

For example, if you want to build a common philosophy first, start with the area of "creating cultures". If you want to focus on the structural level of your sports association/club, then start in the area of "Establishing structures". If it is about the practical implementation of sports offers, then the area "Developing practices" will give you some help.

Phase I - Starting the Index Process

You will want to start the index process as a manager or board member and other senior staff, or as an exercise leader or trainer you will want to initiate important change processes.

If possible, bring different people from the sports association/club on board and **form an index team**.

This should be made up of as many different people from the sports association/club community as possible. It is generally recommended involving the management level of the sports association/club at a very early stage.

If there is already an existing working group for sports association/club development, it can initiate the work and form the main part of the index team.

Some suggestions of people who could be involved, depending on the situation:

- Board/management
- Training leader
- Head of Department
- Volunteers
- Gender diversity officer,
- Inclusion worker Members
- "A critical friend "
- Experts in their own right

If possible, make sure that the composition of the team reflects the composition of the sports association/club.

Decide together to take the process of inclusive association/club development into your own hands - this is the crucial step.

Before the index team introduces others (e.g. members, athletes, etc.) to the topic and starts working, the team should develop and agree on a common vision with each other in advance.

They should understand how to work with the index and its materials (questionnaire, questionnaires, etc.).

Each member of the index team should work with the materials (questionnaire, questionnaires, etc.) and, if necessary, develop additional objectives and questions. Adapt the objectives and questions to fit your specific situation and circumstances. Dealing with the objectives and questions is a key point.

The following steps can help to concretise the procedure. Basic questions:

- Why do we want to deal with inclusion?
- Which topics are important to us?
- What are we doing well?
- Where is there a need for improvement?

Discuss about the catalogue of questions (objectives and questions):

- Which objectives do we want to deal with?
- Which objectives should be supplemented for our sports association/club?
- Which questions do we want to deal with?
- Which questions should be supplemented for our sports association/club?
- Which target groups do we want to ask and which not?
- Coordinate the implementation of the index: What obstacles might the implementation of the index face in the sports federation/club? How can these obstacles be minimised?
- How can the index be best implemented?

All members of the team raise awareness of inclusion in the sports federation/club, study the index and materials and prepare their use for the development of the inventory with staff, athletes and members.

All persons who should know about the process must be informed at this stage.

Phase II - Illuminating the situation

In this phase, the different persons of the sports association/club are asked to assess the situation. It is desirable to adapt the questionnaires to the individual situation. Only in this way can these questionnaires be used in the best possible way for your sports association/club.

A similar sequence can be used as in phase I of the index process.

This means that new objectives and questions can be created. One way to get the assessment of the staff is to call a staff meeting and inform them about the project. The index team should clarify how to proceed with the results of the staff members.

Furthermore, the members, athletes and participants should also be asked for their opinion.

The questionnaires give an overview of which topics or focal points are important for the members, athletes, staff, etc.

The questionnaires do not always have to be used. Questionnaires do not always have to be used, e.g. a survey (e.g. personal conversations, telephone calls etc.) can also help to get information from individuals. The form of analysis of the sports association/club situation will differ greatly in individual cases. On the one hand, this depends on the individual's own resources, on the other hand, the size of the sports association/club also plays a role.

Phase III - Setting the goals and priorities

In Phase III, the index team decides which topics it would like to deal with in more detail based on the results from Phase II. The sports association/club can thus lay the foundations and set priorities in order to initiate inclusive processes.

In addition, it is helpful if the priorities to be worked out are taken into account in coordination with the information gathered in phase II from all persons active in the sports association/club. It is important to ensure that the priorities or changes are realistic.

The following questions can help:

- Have the results of the surveys of the different target groups been taken into account?
- What goal do we want to achieve in the short, medium and long term?
- What is within my sphere of influence? Where can I start myself?
- Which target group do we want to reach with the result?
- By when do we want to reach the goal?
- How will we recognise that we have reached the goal? How will others recognise it?
- How do you record what you have achieved?

Phase IV - Implementing the priorities

In this phase, **the priorities are being realised**. The previously developed priorities can be worked through like a checklist or "only" serve as an orientation guide.

- Realisation - Putting Priorities into Practice

- Observing Developments
- Documenting Progress

Phase V - Reflecting on the index process

In this phase, the entire process is reflected on once again and the index team looks back on the overall process.

The following questions can help in this process:

- How well did the Index team work together in terms of
 - composition
 - division of work and responsibility
 - consultation with others
- Did we achieve our goals?
- Did the priorities help to fulfil our goals?
- Can we imagine continuing to work inclusively?
- Did we really consider different target groups in the sports association/club?
- To what extent did the domains and objectives of the Index help in the work?
- To what extent did the objectives and questions help to identify priorities that would otherwise have been overlooked?
- How can the developments be made sustainable and how can this process be improved?
- How can the developments be made sustainable and how can this process be improved?
- Are there further necessary changes that are in favour of starting the process again together?

If changes are to be sustainable after working with the index, they need to be experienced by all as an improvement in order to become part of the sports federation/club culture.

PART III - Working materials

In this section you will find different materials (e.g. satisfaction questionnaires) that can support your work and help to identify different needs. In addition to the suggested materials, one questionnaire (To Individualise) gives you the opportunity to develop your own questions for the individual situation in your sports association/club.

- **This questionnaire can support phase I of the Index process:**
 - Priorities for my sports association/club
- **This questionnaire can support phases I and II of the Index process:**
 - Questionnaire: Objectives with analysis grid
- **These questionnaires can support phases II and III of the Index process:**
 - Questionnaire: Participant or athlete
 - Questionnaire: Questionnaire: Exercise leader or trainer and their assistants
 - Questionnaire: Board or management
 - Questionnaire: Staff members
 - Questionnaire: Relatives or (legal) carers
 - Questionnaire: Easy language
- **This questionnaire is for you personally:**
 - Questionnaire: Self-check

Priorities for my sports association/club

Here you can express your opinion and write down your priorities that are important to you in the areas (A, B and C). Please name the group of people (e.g. board, member, exercise leader) to which you belong:

Where and in which areas of the federation/association do you think change is most important? Please write down one or two priorities for the areas (A, B and C). You are also welcome to name an objective or question yourself that has not yet appeared in the questionnaire.

Area A – Create Inclusive Culture

Area B – Producing Inclusive Policies

Area C - Envolving inclusive practices

Questionnaire: Objectives with analysis grid

Your opinion is important. Here you can express your opinion and tell those responsible in the sports association/club how satisfied you are.

Please name the group of people (e.g. board, member, trainer) to which you belong:

Sector A - creating inclusive cultures	++	+	-	--
A.1 Everyone feels welcome.				
A.2 All individuals involved share a common philosophy of inclusion.				
A.3 The conditions for an inclusive attitude are enabled.				
A.4 All persons involved deal with each other in a spirit of partnership and respect.				
A.5 Everyone is valued equally.				
A.6 All forms of discrimination are avoided.				
Comments:				

Sector B - Establishing inclusive structures	++	+	-	--
B.1 All structures are oriented towards participation.				
B.2 All barriers to participation are removed.				
B.3 The sports association/club offers participation in movement, play and sporting activities (that is suited to the environment).				
B.4 Different types of support are provided.				
B.5 The financial structure promotes inclusive processes.				
Comments:				

Sector C – Developing inclusive practices	++	+	-	--
C.1 The participants right of choice will be taken into account.				
C.2 The movement, play and sport offers are oriented towards the needs of the participants.				

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C.3 Information processing and public relations reflect the association/club philosophy.				
C.4 The sports association/club networks.				
C.5 The sports association/club has sustainable strategies for inclusive development				
Comments:				

Thank you very much for your assistance.

Questionnaire: Participant or athlete

Your opinion as a participant or athlete is important. Here you can express your opinion and tell the responsible persons in the sports association/club about your satisfaction.

Function/activity:

- Male
- Female
- Neither

- Worker
- Voluntary

Welcome Culture and Togetherness	++	+	-	--
I feel welcome in the sports association/club.				
I feel respected and valued.				
I treat and value everyone equally.				
There is respectful interaction among the participants.				
If I need help, I receive support.				
My trainer treats me with respect.				
I have a good relationship with my Trainer.				
Comments:				

Accessibility and structures	++	+	-	--

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Access to the sports facilities is possible for me without any problems.				
Important information is accessible and understandable for me.				
I know who to turn to in case of problems.				
The association fees are reasonable.				
Comments:				

Exercise, play and sports activities	++	+	-	--
I enjoy the sports program.				
I can participate in the sports program without any problems.				
I can participate in the sports program without any problems.				
The rules and principles our group has are fair.				
I sometimes feel overwhelmed.				
I sometimes feel underchallenged.				
I sometimes feel pressured to perform.				
My trainer takes my wishes into account.				
Comments				

Things I like:

Things that are particularly important to me:

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Things I would like to change:

Here's what I've always wanted to say ...

Thank you very much for your assistance.

Questionnaire: Exercise leader or trainer and their assistants:

Your opinion as an exercise leader or trainer is important. Here you can express your opinion and tell those responsible in the sports association/club how satisfied you are.

Function/activity:

- Male
- Female
- Neither

- Worker
- Voluntary

General	++	+	-	--
Inclusion is/was discussed in my sports association/club.				
I know what is meant by inclusion.				
I know what inclusion means for me in concrete terms.				
I would like to get more information on the topic of inclusion.				
I would like to get more information on the topic of inclusion.				
I would like my sports association/club to open up (further) to the topic of inclusion.				
Comments:				

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Welcome Culture and Togetherness	++	+	-	--
Everyone is welcome in the sports association/club.				
I feel that everyone gets support when they need help.				
I feel that everyone is treated equally.				
There is respectful interaction among the participants.				
I feel respected and valued as a person.				
As an instructor or trainer, I am aware of my special function as a role model.				
Comments:				

Accessibility and structures	++	+	-	--
Access to the sports facilities is possible for everyone without any problems.				
Important information is accessible and understandable for everyone.				
I inform about my offers (articles on homepage, newspaper, etc.).				
I would like more qualification/training opportunities.				
I would like to have more say in matters of the association.				
I have a contact person to whom I can turn if I have problems.				
Comments:				

Things I like:

Things that are particularly important to me:

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Things I would like to change:

Here's what I've always wanted to say ...

Thank you very much for your assistance.

Questionnaire: Board or management

Your opinion as a board/management is important. Here you can express your opinion and tell those responsible in the sports association/club how satisfied you are.

Function/activity:

- Male
- Female
- Neither

- Worker
- Voluntary

General	++	+	-	--
Inclusion is/was discussed in my sports association/club.				
I know what is meant by inclusion.				
I know what inclusion means for me in concrete terms.				
I would like to get more information on the topic of inclusion.				
I would like my sports association/club to open up (further) to the topic of inclusion.				
Comments:				

Social Inclusion in Sport

Welcome Culture and Togetherness	++	+	-	--
Everyone is welcome.				
New members are warmly welcomed and accepted.				
There is respectful interaction between the participants.				
There is respectful interaction among the employees.				
I feel respected and valued as a person.				
I take up new ideas and want to develop the sports association/club further				
Comments:				

Accessibility and structures	++	+	-	--
The sports association/club provides barrier-free access to the club premises.				
Access to the sports facilities is possible for everyone without any problems.				
Important association information is accessible and understandable for everyone.				
The sports association/club informs about its offers (articles on homepage, newspaper, etc.).				
The sports association/club should appoint a contact person for inclusion in the association/club.				
Comments:				

Sports offers and practices	++	+	-	--
The club/sports activities are designed in a way that everyone can participate.				
The trainers are qualified to work with people with and without disabilities.				
The coaches are guaranteed the possibility of further training.				
The sports facilities (e.g. materials, hall times) guarantee a smooth process for the coaches.				
I am aware that sports offers in the process of prevention and rehabilitation can be promoted or financed under individual conditions.				

Social Inclusion in Sport

Participants are given the choice whether they want to take part in an course for people with or without disabilities.				
There are cooperations with other clubs in case interest in courses cannot be taken into account				
I qualify and (further) educate myself.				
Comments:				

Things I like:

Things that are particularly important to me:

Things I would like to change:

Here's what I've always wanted to say ...

Thank you very much for your assistance.

Questionnaire: Staff members

Your opinion as a committed person is important. Here you can express your opinion and tell those responsible in the sports association/club how satisfied you are.

Function/activity:

- Male
- Female
- Neither

- Worker
- Voluntary

General	++	+	-	--
Inclusion is/was an issue in my sports association/club.				

Social Inclusion in Sport

I know what is meant by inclusion.				
I know what inclusion means for me in concrete terms.				
I would like to get more information on the topic of inclusion.				
I would like my sports association/club to open up (further) to the topic of inclusion.				
Comments:				

Welcome Culture and Togetherness	++	+	-	--
Everyone is welcome.				
I feel that everyone gets support when they need help.				
I feel that everyone is treated equally.				
There is respectful interaction among the employees.				
There is a partnership between the main staff and the volunteers.				
I feel respected and valued as a person.				
Comments:				

Accessibility and structures	++	+	-	--
Access to the sports facilities is possible for everyone without any problems.				
Important information is accessible and understandable for everyone.				
I would like (more) qualification/training opportunities (through the association/club).				
I would like more support in my work.				
I would like to have more say.				
Comments:				

Social Inclusion in Sport

Things I like:

Things that are particularly important to me:

Things I would like to change:

Here's what I've always wanted to say ...

Thank you very much for your assistance.

Relatives or (legal) carers

Your opinion as a (legal) carer or relative is important. Here you can express your opinion and tell those responsible in the sports association/club how satisfied you are.

The person to be cared for (e.g. son, daughter) is ___ years old

Registered in the following group _____

Function/activity:

Social Inclusion in Sport

- Male
- Female
- Neither

- Worker
- Voluntary

	++	+	-	--
The person to be cared for can participate in the sports programme on an equal footing				
The trainer responds to the needs of the person to be cared for.				
The person to be cared for gets along well with the others (in the group).				
There are enough opportunities for me to talk to the trainer.				
I, as a family member or (legal) carer, am valued as a partner and support.				
I think the person to be cared for is in good hands in the sports association/club.				
The club fees are reasonable.				
Comments:				

Things you like a lot:

Things you would like to change:

Here's what I've always wanted to say ...

Social Inclusion in Sport

Thank you very much for your assistance.

Questionnaire: Accessible language



We want everyone to feel good about sport.



That's why we want to know whether you like the sport on offer.



Please help us.



Please put a cross by the correct answer.



I am a girl.




I am a woman.









I am a boy.

I am a man.

Social Inclusion in Sport

Questions on being together			
I like being in the sports club.			
The trainer is kind to me.			
The other athletes are friendly to me.			
The others help me when I need help.			
I am kind to the others.			

Questions on being together Barrier - freedom means: there are no obstacles			
I can make my way to training on my own.			
I understand all the important information and rules.			
If I have a problem, I know who to ask.			

Questions about the sport offer			
I enjoy the training.			
Sometimes the training is very hard.			
Sometimes the training is too easy.			
The trainer heeds my wishes.			

Thank you very much for your assistance.

Questionnaire: Self-check

This self-check is neither a test nor an evaluation. The aim is to give you the opportunity to reflect on yourself with the help of the statements and to think about your own behaviour towards your fellow human beings. The statements are intended to make you think and to make you aware of which aspects are important to enable and improve equal participation for all, whether in a private or professional environment. The question that everyone can ask themselves is: How can I contribute personally and within the framework of my activity to an "inclusive sports landscape" and a social, equal coexistence? You can use the following statements to reflect on your attitude and behaviour:

	Yes/No
I treat and respect everyone as equally as possible, regardless of their age, gender, sexual identity, physical ability, social background, ethnicity, activity or position in the association.	
I welcome everyone as best as possible.	
I make new members feel welcome.	
I offer my help to others and help when I am asked for support.	
I try to be a good example/role model for others through my actions.	
I take every person and every concern seriously and do not make fun of anyone.	
I respect the opinion of others.	
I am committed to the equal treatment of all in the sports association/club.	
I am aware that what I consider to be harmless behaviour, e.g. smiling at others, could offend or hurt them.	
I avoid all forms of discrimination and exclusionary behaviour.	
I do not tolerate discriminatory behaviour by others.	
I don't have an issue with losing and don't begrudge others success.	
I am aware of what inclusion means and why this is an important issue.	
I am open to suggestions, feedback and criticism.	

Thank you very much for your assistance.

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