

Viktorija Pečnikar Oblak^{1,4*}**Sajonela Krga²****Marina Drašković³****Mojca Doupona⁴****GRASPING INCLUSION: PERSPECTIVES FROM AFTERNOON SPORTS ACTIVITIES****ZGRABIMO INKLUZIJO: POPOLDANSKE ŠPORTNE AKTIVNOSTI****ABSTRACT**

Sports activities play a key role in promoting the social inclusion of diverse abilities athletes. The study investigates the perception of social inclusion in sports among the participants of three workshops within the framework of an international project covering Croatia, Serbia, and Slovenia. The survey was answered by 94 workshop participants representing a diverse demographic with an average of more than 15 years of experience in Judo. Most of the respondents had the role of coaches or athletes (judokas) in their organizations. High-quality education for coaches and a varied selection of sports activities have proven to be key factors in promoting an inclusive environment. Additionally, respondents emphasized the importance of recognizing athletes beyond their athletic achievements and promoting a "sports for all" ethos. The findings highlight the importance of involving different stakeholders in promoting inclusion in sport.

Keywords: social inclusion in sport, sports activities, coach education, diverse abilities athletes, multisectoral approach

IZVLEČEK

Športne dejavnosti igrajo ključno vlogo pri spodbujanju socialne vključenosti športnikov raznolikih zmožnosti. Študija raziskuje percepcijo socialne vključenosti v športu med udeleženci treh delavnic v okviru mednarodnega projekta, ki zajema Hrvaško, Srbijo in Slovenijo. Na anketo je odgovorilo 94 udeležencev delavnice, ki predstavljajo raznoliko demografsko skupino s povprečno več kot 15-letnimi izkušnjami v judu. Največ anketirancev ima v klubu vlogo vaditeljice / vaditelja ali športnice / športnika. Ugotovitve poudarjajo pomen vključevanja različnih deležnikov pri spodbujanju vključevanja v šport. Kakovostno izobraževanje vaditeljev in pester izbor športnih aktivnosti sta se izkazala kot ključna dejavnika spodbujanja vključujočega okolja. Poleg tega so anketiranci izpostavili zavedanje, ki športnico / športnika kot človeka postavlja pred zgolj njene / njegove športne dosežke in pomembnost poudarka na etosu "šport za vse".

Ključne besede: socialno vključevanje v športu, športne aktivnosti, usposabljanje vaditeljev, raznolike zmožnosti športnikov, več-sektorski pristop

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INTRODUCTION

Engagement in sports activities is crucial for creating inclusive and equitable societies. As highlighted by numerous researchers, sports activities play a vital role in enhancing the social inclusion of individuals with diverse abilities. Moss and colleagues (2017) note that participation in sports activities positively influences health, self-confidence, and social inclusion. Accessible and adapted exercise options, along with tailored sports activities, significantly impact the development of positive self-esteem, confidence, and a sense of belonging (Hammond, 2022; Kirakosyan, 2019; McConkey et al., 2013; Scifo et al., 2019). Similarly, Louw and colleagues (2020) add that the diversity of sports activities and adapted training approaches promote social inclusion and self-respect among participants. These findings clearly indicate that social inclusion in sports activities is crucial for societal progress (Grandisson et al., 2019). Pereira et al. (2011) further emphasize the importance of sports activities in developing social networks, interpersonal relationships, and a sense of belonging among individuals with physical and mental disabilities. Alvarez & Ramirez (2018) highlight that sports activity programs that include diverse abilities can significantly contribute to reducing stigma and discrimination while promoting respect for diversity in society. In addition, current research shows that inclusive sports programs can help break down prejudice and embrace diversity. (Dyer & Sandford, 2023).

Based on previous research findings in the field of social inclusion in sport, the present study mainly investigates the perception of social inclusion in sport among the participants of three workshops within the framework of an international project that covered Croatia, Serbia and Slovenia. The goal was to find out what inclusion in sports means to inclusive judo coaches, judokas with and without additional needs, their parents, volunteers and leaders of inclusive sports activities and what is essential for them in the context of inclusive sports activities. The goal was also to gain insight into the experiences of playing sports in an inclusive manner, which will in turn enable a better understanding of the field of inclusion and the development of inclusive sports practice. In order for the relevant areas of inclusion in sport to be covered and discussed as thoroughly as possible, the research focused on the key topics highlighted in the study of the definition of social inclusion in sport (Pečnikar Oblak et al., 2023). The survey sought to understand which aspects of social inclusion in sport were most important to the respondents. The question about the concept of inclusion provided insight into which facets of inclusion they valued the most. Additionally, the survey explored the fundamental conditions necessary for the inclusion of all groups in sports, addressing the multifaceted

nature of inclusion. To evaluate various approaches to achieving inclusion in sports, the survey included a question on the best ways to implement inclusion. Previous research has highlighted the necessity of cooperation among different stakeholders for successful inclusion, a factor this survey aimed to verify. To ensure the successful development of inclusive practices, respondents were asked about areas needing improvement. Finally, several examples of good practices were presented, inviting participants to select the most effective ones.

METHODS

Data Collection

Data for this research were collected during three workshops of the ERASMUS-SPORT-2022-SSCP project, project number 101089846, acronym BE-JUDO-IN, title Be Judo Inclusive. The first workshop took place in Velika Gorica, Croatia, on March 26, 2023, the second in Ljubljana, Slovenia, on May 26, 2023, and the third in Sombor, Serbia, on October 7, 2023. Data were collected through the distribution of links to the online survey via email and social media, as well as in written form during the mentioned workshops.

Sample

Ninety-four participants from three workshops of the »Erasmus + Be Judo IN« project responded to the survey, who represented the following stakeholders: (1) coaches, instructors or (2) assistant coaches, (3) judokas, (4) volunteers, (5) parents, (6) club management, (7) sponsors/donors and (8) others unspecified. Participants came from four countries: Slovenia, Croatia, Serbia, Bosnia and Herzegovina. There were 60 % women and 40 % men. The participants' average age was 39 years, with an average of over 15 years of experience in judo.

Analysis of respondents' roles in the organization/club

The data revealed that the majority of respondents within the organization/club held the role of coach or instructor, representing 49 % of all valid responses. Judo practitioners followed next (33 % of responses). There were assistants (17 %), volunteers (10 %), parents (8 %), club management (9 %), sponsors/donors (1 %), and others (7 %). The analysis indicates a wide range of roles within the organization/club. The survey received the highest number of responses from coaches/instructors and judo practitioners. Furthermore, the presence of volunteers and parents actively involved in the organization/club's activities was relatively

high, which contributes to a better community cohesion and effective functioning of the sports organization/club.

Survey Design

The survey used in this study was designed based on key concepts addressed in the review article "Narrowing the Definition of Social Inclusion in Sport for People with Disabilities through a Scoping Review" (Pečnikar Oblak et al., 2023). The article highlights the complexity of understanding inclusion in sports, emphasizing its multidimensional nature and the importance of collaboration among all stakeholders in the process of implementing inclusion in sports.

To assess the opinions of participants in inclusive judo workshops regarding social inclusion in sports, a survey was designed with six key questions (Table 1). Five questions offered six possible responses, while one question offered eight possible responses. Participants were allowed to select from one to three responses. All statements were based on the aforementioned findings of the review article (Pečnikar Oblak et al., 2023). Two similar statements were key for two different areas: "Sport should be available to everyone, regardless of circumstances" was used in the context of »Concept«, and similarly, "Sports should be available to everyone, regardless of diverse abilities" was used in the "Areas for Improvement." Another pair of similar statements included "In inclusion, we should focus on possibilities, that is, what a person can do, and not on disability (what we cannot do)" for the area of »Concept« development, and "The focus in sports clubs should be on capabilities (what a person can do), not on disability" for the area of "Fundamental Conditions." Similar statements differed slightly due to both respondents and data analysis.

Table 1. Most frequently selected responses in the survey

Research area	Question	Answer / Statement 1	%	Answer / Statement 2	%
Concept	Which statement best describes the concept of inclusion or involvement in sports in your opinion?	Sport should be available to everyone, regardless of circumstances.	74	In inclusion, we should focus on possibilities, that is, what a person can do, and not on disability (what we cannot do).	72
Fundamental conditions	What do you think are the basic conditions for the inclusion of all groups of people in sports?	Social inclusion in sports would work best if all actors were involved: clubs, schools, the local community, the health system, sponsors, and others who can contribute to the strengthening and development of inclusion in sports.	71	The focus in sports clubs should be on capabilities (what a person can do), not on disability.	53
Best implementation approach	What is, in your opinion, the best way to implement inclusion in sports?	Through good education of coaches.	67	Provide as diverse as possible selection of sports activities (team sports, individual sports, non-competitive focus, programs that everyone will enjoy) and different types of training programs (inclusive, adapted, specialized).	66
Necessary collaboration	Who do you think it is necessary to collaborate with for successful inclusion in sports?	It is necessary to have a multisectoral approach: cooperation of institutions, clubs, sports federations, specialized sports associations, social workers, etc.	77	The key to successful inclusion is coaches with appropriate skills, attitudes and empathy.	64
Areas -for improvement	In your opinion, what needs to be improved for successful social inclusion in sports?	In inclusion, we must realize that an athlete is above all a human being and as such is worth much more than just a medal.	78	Sports should be available to everyone, regardless of diverse abilities.	76
Best practices	Select two of your favourite good practices of social inclusion in sports from the list!	A sports organisation or other specialized organization systematically builds the common identity of athletes regardless of their abilities.	54	Inclusive sports training of diverse abilities athletes in a sports club (mixed groups).	52

The first part of the survey gathered sociodemographic data, including country of organization/club, sex, age, role in the organization/club (judoka, coach, assistant, volunteer, parent, club management, sponsor/donor, other), Years of experience in the judo club. The questions were carefully crafted to encompass various aspects of inclusion in sports, such as (1) concept, (2) fundamental conditions, (3) best implementation approach, (4) necessary collaboration, (5) areas for improvement, and (6) best practices. Each question provided multiple response options, and participants were asked to select up to three that they considered most important.

Data Analysis

The questionnaire was initially tested on a smaller group of 30 participants from inclusive judo clubs, which are project partners from Croatia, Slovenia, and Serbia. This pilot testing allowed for the identification and correction of any potential errors and ambiguities in the questionnaire. The collected data were analysed using descriptive statistics to describe the basic characteristics of the sample and inferential statistics to determine connections and differences between various groups in the online program 1KA.¹

RESULTS

Results are summarized according to above presented six key research areas. In Table 2, twelve key statements selected by respondents are presented along with the corresponding research areas from which they originate, based on the questions. Statements are sorted in descending order from the most frequently selected.

Table 2. Survey Responses, Ranked by Percentages from Most to Least Selected. Responses with more than 50 % are considered.

Research Area	Answer	Frequency	Valid	% - Valid
Areas for improvement	In inclusion, we must realize that an athlete is above all a human being and as such is worth much more than just a medal.	71	91	78
Necessary collaboration	It is necessary to have a multisectoral approach: cooperation of institutions, clubs, sports federations, specialized sports associations, social workers, etc.	71	92	77
Areas for improvement	Sports should be available to everyone, regardless of diverse abilities.	69	91	76
Concept	Sport should be available to everyone, regardless of circumstances.	70	94	74
Concept	In inclusion, we should focus on possibilities, that is, what a person can do, and not on disability (what we cannot do).	68	94	72
Fundamental conditions	Social inclusion in sports would work best if all actors were involved: clubs, schools, the local community, the health system, sponsors, and others who can contribute to the strengthening and development of inclusion in sports.	65	92	71

¹ 1KA - <https://www.1ka.si/d/en>

Best implementation approach	Through good education of coaches.	62	92	67
Best implementation approach	Provide as diverse as possible selection of sports activities (team sports, individual sports, non-competitive focus, programs that everyone will enjoy) and different types of training programs (inclusive, adapted, specialized).	61	92	66
Necessary collaboration	The key to successful inclusion is coaches with appropriate skills, attitudes and empathy.	59	92	64
Best practices	A sports organisation or other specialized organization systematically builds the common identity of athletes regardless of their abilities.	49	91	54
Fundamental conditions	The focus in sports clubs should be on capabilities (what a person can do), not on disability.	49	92	53
Best practices	Inclusive sports training of diverse abilities athletes in a sports club (mixed groups).	47	91	52

Understanding the concept of social inclusion in sports

Understanding the concept of social inclusion in sports is crucial for creating an inclusive environment that enables the participation of all groups of people in sports activities. The results of our survey showed that the majority of participants (74 %) believe that sports should be accessible to everyone, regardless of circumstances. This finding emphasizes the importance of sports accessibility for all individuals, regardless of their abilities or other limitations. Additionally, the majority of participants (72 %) emphasized that inclusion in sports should focus on possibilities, meaning what a person can do, rather than focusing on disability or limitations. This perspective aligns with the principles of positive inclusion, which focuses on enhancing the abilities and potentials of individuals rather than their limitations.

Fundamental conditions for the inclusion of all groups of people in sports

In creating an inclusive environment in sports there is of a great importance involving all stakeholders, including clubs, schools, the local community, the healthcare system, sponsors, and others, who can contribute to strengthening and developing inclusion in sports (71 %). Also, the focus in sports clubs should be on capabilities and on what an athlete can do, not on disability (53 %).

Best implementation approach

When implementing inclusion in sports, it is important to consider various approaches that enable the participation of all individuals. The majority of participants (66 %) emphasized the importance of providing a diverse selection of sports activities and training programs that cater to the needs of different groups of people. Additionally, they highlighted the crucial role of coach education in ensuring an inclusive environment in sports (67 %).

Importance of collaboration among different stakeholders for successful inclusion in sports

Successful inclusion in sports requires collaboration among various stakeholders who can contribute to creating an inclusive environment. The majority of participants (77 %) emphasized the need for a multisectoral approach, involving collaboration among institutions, clubs, sports federations, specialized sports associations, social workers, and others. Furthermore, the majority of participants (64 %) highlighted the key role of coaches with appropriate skills, attitudes, and empathy in achieving successful inclusion in sports.

Areas needing improvement for greater success of social inclusion in sports

To enhance the success of social inclusion in sports, it is necessary to examine and improve various aspects of sports activities. The majority of participants (78 %) emphasized the need to highlight the human aspect of sports, where athletes are valued as individuals beyond mere athletic achievements. Additionally, the majority of participants (76 %) emphasized the importance of exploring the benefits of training in mixed groups, which can contribute to better understanding and improvement of inclusive practices in sports.

Good practices of social inclusion in sports

Among the highlighted practices of social inclusion in sports, participants were most enthusiastic about inclusive sports training for diverse groups of athletes in sports clubs (52 %) and organizations that systematically build a shared identity among athletes regardless of their abilities (54 %).

DISCUSSION

Statement 1 from the results of our research speaks to the idea that social inclusion emphasizes human worth over medals. This is also the statement with which the largest number of respondents agreed, with a staggering 78 %. In sports social inclusion, there is a

need to move away from narrow forms of participation centered around victories and elite success (Hammond, 2022). Analysis of articles on negative phenomena in elite sports reveals that the challenges faced by athletes are often underexplored. Athletes are reluctant to discuss mental health issues among elite athletes (Souter et al., 2018). The main stressors cited include sports injuries, as well as pressure related to competitions and performance. Often, this ongoing stress does not cease even after their sports careers. Researchers further note that the physical and psychological demands imposed by the sports environment can be predisposing factors for the development of depression among athletes (Souter et al., 2018; Hill and Curran, 2016). Additionally, post-career employment issues also trigger anxiety among athletes (Shutova et al., 2019). Studies conducted on recreational athletes show that exercise can be effective in alleviating symptoms of anxiety and depression (Kelly et al., 2020).

The primary finding highlights the importance of valuing individuals beyond athletic success in social inclusion, alongside the need to address mental health issues among elite athletes, including stress from injuries, competition, and post-career anxieties, with exercise showing promise in alleviating symptoms.

Scientific research suggests that focusing on less demanding sports disciplines and non-competitive activities could enhance the success of integrating athletes with intellectual disabilities into programs (McConkey et al., 2013). As sports inclusion progresses, there's a shift in disability sports management from national disability sports organizations to mainstream sports bodies, indicating an evolution in inclusive sports governance.² The path to inclusion as a societal norm requires not only policy changes but also shifts in social attitudes, perceptions, and institutional structures (Bouttet, 2016). Acceptance of individuals with disabilities in sports facilities is not just about organization and infrastructural adjustments but is embedded in broader social norms and perceptions. Changing the inclusion paradigm requires a multisectoral approach and significant collaboration among various stakeholders,

² It is about the transfer of governance of para-sports disciplines from the auspices of the International Paralympic Committee (IPC) to world sports federations. The first federations to do so are the International Skiing and Snowboarding Federation (FIS) and the World Dance Sports Federation (WDSF). More info:

- [IPC members approve new constitution at General Assembly \(paralympic.org\)](https://www.paralympic.org/news/2022/07/10/IPC-members-approve-new-constitution-at-General-Assembly) ...An aspiration for the 10 IPC Sports to separate from the IPC by the end of 2026...
- <https://www.fis-ski.com/en/international-ski-federation/news-multimedia/news-2022/fis-and-ipc-approve-transfer-of-governance-of-three-para-snowsports>
- https://www.worlddancesport.org/News/WDSF/WDSF_IPC_discuss_transfer_of_governance_of_Para_DanceSport-3184

including sports organizations, government bodies, clubs, the education system, and healthcare and social services. This necessity for a multisectoral approach is corroborated by Statement 2 from our survey (77 %), as well as the essential involvement of all societal actors, clubs, schools, local communities, healthcare systems, and sponsors in creating an inclusive sports environment (Statement 6).

The so-called ecological approach to social inclusion is intriguing as it encompasses the influence of various variables on interpersonal relationships and community participation (Simplican et al., 2015). This model views (dis)ability as a product of individual, ecological, and societal factors, which is significant for our research in the context of integrating people with diverse abilities into sports. This is consistent with the findings of our study, which emphasize the need to engage in sports regardless of different abilities and circumstances (Statements 3 and 4) and the importance of focusing on possibilities rather than limitations (Statement 5).

Our respondents believe that the best way to ensure an inclusive environment in sports is through quality coach education (Statement 7). The lack of quality training, inaccessible coaching education, insufficient research in this field, and the lack of disability-specific content leads coaches to primarily learn through personal experiences, exchanging experiences with colleagues, mentoring, or trial and error (Wareham et al., 2018; Lepage et al., 2020; Bentzen et al., 2021).

Respondents highlighted that one of the best ways to implement social inclusion in sports is through a diverse selection of sports activities and training for everyone (Statement 8). Through a comprehensive review of existing literature, Moss and colleagues concluded that engaging in sports not only contributes to improving physical well-being but also serves as a powerful catalyst for personal empowerment and social integration (Moss et al., 2017). However, the same authors suggest expanding adaptive sports activities and levels of competition to promote physical activity among diverse abilities athletes beyond rehabilitation. Additionally, diverse abilities athletes often pay attention to the principles of social inclusion in sports activities, emphasizing the need to pay special attention to the messages sent and unconscious discrimination against them in promoting adapted sports activities. In this context, Statement 10 (54 %) reflects respondents' view that a good practice example is a sports organization that builds a shared identity among athletes, regardless of diverse abilities.

Statement 9 from our research findings correlates with Statement 7 and discusses the importance of good coach education. It pertains to the key role of successful inclusion being coaches with the right skills, attitude, and empathy (64 %). This implies attention to the individual needs and requirements of individuals engaged in sports activities, aligning with the need for diversity in inclusion approaches (Kiuppis, 2018) and is associated with the requirement for a diverse selection of sports activities and training for everyone and the importance of individual preferences, desires, and choices in involving individuals in sports.

With the right approach to sports, the disability community can gain greater visibility, create positive role models, and contribute to changing societal attitudes and stereotypes about disability (Kamberidou et al., 2019). Sport can serve as a platform for building an inclusive environment that promotes collaboration, equality, and respect for diversity. Additionally, researchers have concluded that accepting and including all individuals, regardless of their abilities, can contribute to a society with more compassion, understanding, and respect. To fulfil the basic conditions for the inclusion of all groups of people in sports, our respondents agreed with the statement that it is necessary to focus on abilities, what a person can do, rather than on disability (Statement 11).

As an example of good practice, the majority of respondents in our study (Statement 12) agreed that inclusive sports training for diverse abilities athletes through mixed groups in clubs is desirable (52 %). Individuals that need additional adjustment engaging in sports alongside those without adjustments achieve better results compared to participating in separate, specialised groups (Albrecht et al., 2019). The mixed-ability model can be a powerful approach to inclusion and help change the culture of sports clubs, which are typically associations focused on elite athletes and broader perceptions of diverse ability (Dyer and Sandford, 2023).

In the summary of our research, we highlight the utmost importance of recognizing individuals beyond their athletic achievements in efforts towards social inclusion, echoing the viewpoint of our respondents who emphasized **human value over medals** (Statement 1). This aligns with the necessity of addressing mental health challenges among elite athletes, as highlighted by our findings and scientific evidence (Statements 2, 3, 4, 5, 11). Furthermore, our study follows an ecological approach to social inclusion, understanding diverse ability as multifaceted and emphasizing the need for inclusion regardless of abilities and circumstances (Statements 3, 4, 5, 11). As underscored by our respondents, quality coach education

(Statements 7, 9) and diverse sports activities and training for all (Statements 8, 10, 12) are crucial in promoting social inclusion in sport. Leveraging sports as a platform for visibility and challenging stereotypes aligns with the opinions of our respondents and suggests a shift towards inclusive sports management (Statements 2, 6). Together, these insights underscore the imperative of **accepting inclusion as a societal norm, necessitating policy reforms and shifts in social relations.**

The methods used in this study were designed to provide a comprehensive understanding of social inclusion in sports, specifically within the context of inclusive judo clubs. The survey-based approach allowed us to gather detailed insights from participants regarding their perceptions and experiences of inclusion. By basing the survey questions on the review article "Narrowing the Definition of Social Inclusion in Sport for People with Disabilities through a Scoping Review" (Pečnikar Oblak et al., 2023), we ensured that our questions were grounded in established theoretical frameworks.

As with any research, study has certain limitations that may affect the interpretation of the results. One significant limitation is the relatively small and specific sample size, which was recruited from particular environments and sports activity programs. Consequently, the findings may not be fully representative of all groups with diverse abilities or other geographical regions. Additionally, the exclusive use of a survey as the data collection method may have restricted the scope and depth of our analysis, as it does not capture the full range of experiences and nuances that might be obtained through qualitative methods such as interviews or focus groups. Despite these limitations, our study offers numerous opportunities for further research in the field of social inclusion in sports. Future studies could explore the impact of different sports programs and approaches on the level of social inclusion, examining the effectiveness of various strategies to enhance it. Expanding the sample size to include a broader range of demographic groups and geographical regions would provide a more comprehensive insight into this complex issue. Moreover, future research could investigate the role of technology, adapted sports equipment, and infrastructure in promoting social inclusion in sports. By employing a mixed-methods approach that combines quantitative and qualitative data, future studies could contribute to a deeper understanding and improvement of inclusion practices in sports for all.

CONCLUSION

The survey reveals that our respondents showed the greatest interest to the topic of necessary improvements. They believe that successful implementation of inclusion in sports hinges on the quality education of coaches, as well as a wide selection of diverse sporting activities. There was also significant readiness expressed regarding the concept of inclusion and collaboration. By respondents' opinion the concept of inclusion in sports is based on the motto "sports for all", with an emphasis on the athlete's abilities rather than limitations. It underscores a foundational principle that has been debated since the advent of social inclusion in sports, yet regrettably indicates a lack of significant progress in practical application.

Regarding the need for participation in inclusion in sports, the respondents again highlighted the involvement of the entire society and the necessary support for coaches. The following are opinions on the topic of fundamental conditions for inclusion in sports and methods of implementation. They believe that the fundamental conditions for inclusion in sports entail the involvement of the entire society, emphasizing the pursuit of opportunities rather than obstacles.

Regarding best practices, they most often chose deliberate building of a shared identity regardless of diverse abilities and conducting sports training in mixed groups in mainstream sports clubs.

It is extremely interesting that respondents most often selected the statement emphasizing that the athlete is first and foremost a human being and is worth much more than just a medal. This statement is categorized under the need for improvements in inclusion in sports, alerting us to improve our attitude towards athletes in general before we can start talking about social inclusion in sports! They also emphasized that sports should be available and accessible to all regardless of diverse abilities. This statement also brings us back to the beginnings of social inclusion in sports.

Our respondents' foremost concern revolves around the dehumanization experienced by athletes, and highlight the need for sports for all. The concept of social inclusion is clear to them: "Sports for all, with an emphasis on abilities rather than obstacles!" Additionally, they recognize the pivotal role of societal engagement and advocate for enhanced coach training to foster inclusion in sports. It appears that in 2024, we are still laying the groundwork for social inclusion in sports.

In conclusion, while this study provides valuable insights into social inclusion in sports, it is important to acknowledge its limitations. The specific sample size and exclusive use of survey methodology may affect the generalizability and depth of the findings. Future research should aim to address these limitations by expanding the participant pool and employing diverse data collection methods. Exploring the impact of various sports programs, the role of technology, and the inclusion of broader demographic groups will be essential in advancing our understanding and improving inclusive practices in sports. Through continued research, we can work towards creating a more inclusive environment for athletes of all abilities.

Declaration of Conflicting Interests

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