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SPORTS INC. Curriculum & Syllabus

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1. INTRODUCTION

The SPORTS INC. project aims to develop a learning programme that gives (prospective) entrepreneurs, business owners and managers from the sports and leisure sector, as well as the civil society organisations, the knowledge, skills and competences to ideate, design, develop, implement and market a service (or product offer) adapted to the specific needs and circumstances of people with disabilities or special needs, either by turning around their existing business or create a new (social) enterprise.

The current document is the Project Result 1 – SPORTS INC. Curriculum & Syllabus. It is based upon an evidence- and research-based analysis related to the core competences, which those active in the targeted sectors need to make their existing or prospective businesses/ organisations more inclusive and sports and active leisure accessible for all.

The need for development of competences was researched using a common approach in all partner countries, so that the findings are comparable, and learning methodology and resources developed in the project meet the most expressed needs of the target groups.

Project Result 1 serves as a starting point for the project and as a basis for the development of SPORTS INC. learning programme and environment. The document includes an overview and context of the project, the methodological approach that was used in the needs analysis, the results of the analysis and conclusions/ recommendations.

2. UNDERSTANDING THE CONTEXT

According to the EU Strategy for the Rights of Persons with Disabilities 2021-2030, people with disabilities constitute 25% of the total European population. Despite the progress achieved in the last years, they still face considerable barriers in access to education, employment, recreation activities, and have a higher risk of social exclusion.

In many medium-sized and bigger towns, large malls on the outskirts offer a “one-stop-experience” for shopping, culture and hospitality, generating even more difficulties for the smaller ones in the centres to subsist.

The Covid-19 pandemic has amplified the obstacles and inequalities. In order to promote their participation as citizens, it is vital to highlight the potential of people with disabilities and special needs, promote an open and welcoming environment and help them find their place in the various fields of life. The emphasis must be on developing their autonomy and

reinforcing their self-confidence and self-esteem through cultural, sports and recreational activities.

In line with the trends to be more socially responsible and generate a social impact, more and more providers of sports and leisure activities are starting to design inclusive offers. In fact, in a society where consumers are increasingly aware about social causes, a significant part of them expects that brands and companies meet these expectations. More socially aware consumers, in combination with an ageing population creates opportunities for the sports and (active) leisure sector to design products and services with a positive impact on society.

However, there is a considerable lack of knowledge regarding how to design and organize them appropriately for this particular target group.

SPORTS INC. aims to develop a learning programme that gives (prospective) entrepreneurs, business owners and managers from the sports and leisure sector, as well as the civil society organisations, the knowledge, skills and competences to ideate, design, develop, implement and market a service (or product offer) adapted to the specific needs and circumstances of people with disabilities or special needs, either by turning around their existing business or create a new (social) enterprise.

SPORTS INC embraces and builds upon the values of diversity, inclusiveness, creativity, innovation and leadership, which will be promoted through project outputs and communication.

SPORTS INC. will create accessible learning opportunities for existing and prospective (social) entrepreneurs, including people with disabilities and special needs that will be reached through civil society organisations participating in the SPORTS INC. programme.

The learning needs analysis and learning opportunities offered by the project will enhance and support the entrepreneurial drive, and at the same time help develop knowledge allowing to set up successful social businesses in the areas of inclusive sports and leisure. The existing and prospective entrepreneurs will acquire or improve knowledge and skills needed to understand the needs of their clients with disabilities & special needs, design and market inclusive and innovative products and services. Furthermore, they will learn how to align the internal processes, position and market their products/ services and analyse the social impact which is being generated.

SPORTS INC. will also help extend and develop the adult educators' competences of (social) entrepreneurship in civil society organisations, enhancing their abilities to support their members. These organisations will also be able to use the acquired knowledge in order to



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start their own (social) enterprises in the field and provide work-based learning experience to their beneficiaries, contributing to an increased employment of this vulnerable group.

Persons with disabilities and special needs are considered the final beneficiaries of the project, as they will be the end-users of the inclusive sports and leisure activities offered. Moreover, whenever a civil society organisation sets up a (social) enterprise in the field, they are not only the end-users of the services, but can also be employed and gain work-based learning and job opportunities.

3. DEFINING THE SCOPE

Defining the scope ensures that the project team has a clear understanding of what the project aims to do and who it is targeting. The scope of the project has primarily been defined in project application (Annex of the Grant Agreement), and discussed in the kick-off meeting. The scope of the SPORTS INC. project is as follows:

Table 1: Scope of the SPORTS INC. project

Category	Description
<p>Project Aims</p>	<p>To develop a learning programme that gives (prospective) entrepreneurs, business owners and managers from the sports and leisure sector, as well as the civil society organisations, the knowledge, skills and competences to ideate, design, develop, implement and market a service (or product offer) adapted to the specific needs and circumstances of people with disabilities or special needs, either by turning around their existing business or create a new (social) enterprise.</p>
<p>Project Objectives</p>	<ul style="list-style-type: none"> ● Set the scene and identify the challenges, context and case studies, through a mapping exercise and survey, defining skills and competences that will drive the learning programme ● Develop an accessible and validated learning programme, with its content, assessment method and e-learning space, fit to the needs of the 3 main target groups ● Enhance a systemic and strategic approach to seizing the opportunities of inclusive sports and leisure, either through the transformation of existing businesses from the sports and leisure sector, or by creating new (social) enterprises, by using (validated) action plan templates (1 for each target group)

	<ul style="list-style-type: none"> • Ensure wider use, take-up and sustainability of results through comprehensive and wide reaching sharing and promotion activities and a robust exploitation plan.
<p>Aim and objectives of PR1</p>	<p>AIM - Upgrade the already carried out preliminary analysis (during proposal writing and preparation) and gain a detailed knowledge about existing practices and examples related to entrepreneurship and business innovation related to inclusive sports and leisure, and map existing related training offers.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> • Define the methodological framework for analysis which guides the activities leading to the definition of the final compendium and curriculum • Update the knowledge on existing literature, research, studies, case studies and training offer • Design a survey to raise quantitative data to confirm and drill into the needs of the direct target groups and end-users, including their perception on the existing inclusive sports and leisure offer and existing training. • Prepare a Compendium and Curriculum, summarising existing literature, practices and experiences, detailing the results from the research activities and defining the pedagogical approach, the competence matrix, learning methodology & objectives and the structure of the training programme.
<p>Target groups</p>	<ul style="list-style-type: none"> • (Prospective) entrepreneurs wanting to set up a business in the fields of inclusive sports and leisure; • Existing entrepreneurs in the field of sports and leisure who want to make a turn-around and make a social impact through changing their current activities towards inclusiveness;

	<ul style="list-style-type: none"> ● Civil society organisations working with and for people with disabilities, who want to set up their social enterprise as a means of giving their beneficiaries work experience and diversifying income, or train their beneficiaries to become (prospective) entrepreneurs.
Other potential beneficiaries	<ul style="list-style-type: none"> ● Associations/networks of the sports & leisure sector ● Organisations supporting (social) entrepreneurs ● Adult education and VET organisations providing training in fields related to sports & leisure ● Local and regional authorities in the field of sports and leisure and government bodies responsible for social policies ● People with disabilities or special needs, their families and friends, and general population with interest in the topic
Sector	<ul style="list-style-type: none"> ● Sports and active leisure
Approach	<ul style="list-style-type: none"> ● Desk research: existing research, training, case studies ● Online survey to confirm skills gaps and learning needs

4. **METHODOLOGICAL FRAMEWORK**

The methodological framework of PR1 included guidelines, tools and templates for secondary and primary research - desk research and survey.

For the purposes of the desk research, a template was developed that included 4 types of information to be collected:

- Existing research (studies, articles, documents)
- Existing training offer
- Case studies
- Stakeholders.

The focus of the research was inclusive sports and active leisure. For the purposes of SPORTS INC., active leisure is understood as follows: “Active leisure activities include physical movement and exercise, either within a group or alone, while passive leisure activities are usually sedentary and involve limited to no physical movement.” SPORTS includes leisure or recreational activities, not professional sports activities.

The scope of desk research was defined as follows:

- Existing research – each project partner to focus on their country, global resources may be included,
- Existing training – each partner to focus on their own country for face-to-face training; any relevant online training can be included disregarding the country of origin, if it has any of the below features:
 - specific focus on inclusive sports and/ or active leisure
 - significant portion of the course spent on the topic of inclusive sports and/or active leisure
 - focus on inclusive business & entrepreneurship - significant portion of the course spent on the topic of inclusive product and/or service design and development for people with special needs.
- Case studies – to be used as an inspiration in SPORTS INC. learning programme, preferably from Europe but case studies from elsewhere can be included if they have a strong link to the theme of SPORTS INC.
- Stakeholders – the project partners were to create a database of SPORTS INC. stakeholders, mainly in their countries (unless the partner organisation has international/ global activities/ stakeholders), to be stored locally and used by project partners for further research and dissemination activities.

Based upon the outcomes of the desk research mapping exercises and the updated knowledge, a survey was developed by LD with input from other partners, to be distributed by all partners among the SPORTS INC. target groups both in the participating countries, as well as on EU level. The questionnaire is included in the ANNEX.

The survey aimed to raise quantitative data to confirm the skills development needs of the target groups, including their perception on the existing inclusive sports and leisure offer and existing training, and to help develop the SPORTS INC. curriculum.

The survey included 10 questions (+ personal information), all of them close-ended but more than half asking/ providing an opportunity to include comments.

The target was 175 questionnaires.

The proposed ways to identify/ approach potential participants of the survey included:

- Use the stakeholder database, created during the mapping activities ,
- Ask associated partners to invite their staff/ members to participate in the survey,
- Partner’s own networks and contacts, built up throughout regular activities,
- Special attention to be paid to involve participants with disabilities or special needs, in particular as (prospective) entrepreneurs, existing business owners or entrepreneurs and staff of civil society organisations,
- Open calls for participation to be published on the project and project partners’ website, social media, newsletters and events (where available)

The results of the desk research and survey are presented below. They were used to design the SPORTS INC. Curriculum and Syllabus.

5. SPORTS INC. RESEARCH RESULTS

5.1. Desk research

Desk research took place in Summer 2022, and helped identify a number of studies, articles, documents, existing training programmes as well as case studies across Europe, related to inclusive sports and/ or active leisure. The project partners collected the relevant information using a common template, and produced summary reports (included in the Annex).

In Portugal, there is a number of institutions working to make a positive change of mindset and status for people with disabilities. Most Parasports are included as general sports and there’s been a 30% raise in the popular view and dissemination of these sports. There are currently over +20 programs that can adequately support organized, competitive, high-level sports for people with disabilities. The main conclusions of from several organizations were: (1) more data are needed to better compare the reality of youth sports, (2) schools play a very important role in the process, (3) Inclusion should be a key starting point, (4) it is important that there is an “empowerment” of skills in sports, (5) individual and qualitative approaches are needed.

In the area of inclusive active leisure, the activities developed as social responses and are organized in a personalized way as 2 types of intervention: socially useful activities and occupational activities that have as their objective the creation of conditions of physical and psychological balance to allow clients to develop their personal development., human dignity and quality of life. The main problem is the lack of accessibility for buildings, but also the lack of leisure activities and mobility in rural areas of Portugal. Most families that have members in need of special accessibility and education need to travel or move to the great areas of Lisbon, Viseu and Porto.

In Spain, the legal framework and a number of programmes support the inclusion sports and active leisure, e.g. INCLUSIVE SPORT II programme from the National Sports Council seeks to promote the practice of sports for people with disabilities as a tool for their social integration. Furthermore, the new Law on Sports started its approval process at the end of 2022, and explicitly includes references to the integration of persons with disabilities.

There is a considerable body of research on inclusive leisure and sports published in Spain, much of which focus on the benefits of these activities for people with special needs, and some targeted research, e.g. focussing on people with Down syndrome. There is also a considerable offer of courses, aimed at professionals in sports and leisure sector, or professionals and volunteers working with people with special needs. For the sport/leisure professionals the focus is on how to make their activity more inclusive, for the ones working with people with disabilities and special needs on how to organise sports and leisure activities for their users/beneficiaries. However, the business component is often neglected and the more commercially focussed offer of inclusive sports and leisure activities and related entrepreneurship is not considered in the current training offer.

In Cyprus, a number of documents were identified related to inclusive sports and leisure, “sports for all” philosophy, labour market in sports and physical activity sector, Implementation of the United Nations Convention on the Rights of Persons with Disabilities. The legal framework for inclusion of people with special needs in sports and active leisure exists, as well as a number of related programmes and initiatives, e.g. the National Plan to Support Vulnerable Population Groups includes raising awareness among the groups of the benefits of greater involvement in physical activity. At the same time, there is still little recognition of the significance of the “universal design” principle or development of universally designed goods or services in Cyprus, and there is difficulty in training staff of organisations in Cyprus as there is lack of training opportunities at local level.

The education programmes for sports/ leisure professionals taught at local colleges and universities include information on inclusive sports and leisure, related laws, psychology and ethics, however no openly available courses/ training programmes were detected. Several online learning programmes (not local) were found, focused developing an effective inclusion action plan for sports club/ organisation, how to adapt and modify sport, physical activity/ education sessions to make them more accessible and inclusive for people with disabilities, etc.

The SPORTS INC. partner in Italy, ERGON researched the organisations and methods used in Italy and Europe to promote the inclusion and participation of people with disabilities. Three researches and theses emerged analysing the benefits of sports inclusion for people with disabilities and the resulting social impact on all citizens.

The possibility for people with intellectual disabilities to practice sports, and how this can be a useful tool to promote their inclusion and well-being, was analysed and proven in the thesis of the Bachelor's degree student in Professional Education in Italy.

The Greek qualitative study found that people with disabilities face many forms of social exclusion (attitudinal, environmental and institutional) in their daily lives, yet sports participation plays a significant and positive role in their lives. In addition, the use of more inclusive language, such as "Those of us with disabilities," helps eliminate stereotypes.

The research of existing courses in Italy allowed to identify the most representative ones, focused on coaching for inclusion, becoming a disability sports operator, and courses for those working with children with disabilities. Existing courses and sports venues can and should be increased to enable the full and complete inclusion of people with disabilities.

In Austria, numerous financial programs adequately support organized, competitive, high-level sports for people with disabilities. However, this does not apply to amateur sports, sports for beginners, or sports for promising athletes who wish to enter professional sports through their performances. While it is required by law for the accessibility of public spaces such as stadiums, the practice is very different. Sports events rarely include sign language interpretation, which would facilitate and broaden the pool of participants from other groups. This applies to both athletes and spectators. Audio commentary for the visually impaired is likewise quite uncommon.

The EU Disability Strategy and the UN Disability Rights Convention both mention the significance of enabling individuals with impairments to fully participate in cultural life and leisure activities. It's important to encourage people with disabilities to actively participate in cultural activities and to lessen society's prejudices to create broader sport opportunities for everyone.

ACES Europe, thanks to the vast network made up of the many Municipalities awarded in recent years as European Capital/City/Town/Community of Sport in all Europe, lead the research in countries not covered by the other partners of the consortium. The desk research focused on some countries such as Slovakia, Croatia, Holland, Turkey and other that involved more countries at the same time.

The research shows that sport occupies an important place in the inclusion of people with disabilities, in particular to create social contacts and inclusion; acceptance, interaction and identification are important values in the sport with disabilities that should be taken into account and strengthened to encourage a better inclusion of people with special needs in the society. In Europe there is a growing understanding about inclusion in sport, with various projects oriented in this direction. However, there is still a need to raise awareness of these topics, so that knowledge for stakeholders can increase and consequently the possibilities for people with disabilities, both to practice sports and training programs for teachers/educators.

Over 40 case studies/ examples of organisations, programmes and initiatives related to inclusive sports and leisure were collected by project partners. They have been analysed and classified according to the type(s) or organisation(s) involved and business idea/ implementation phase/ relevance to specific modules of SPORTS INC. curriculum. Some of the case studies and examples will be selected to be further elaborated and included in the learning materials of SPORTS INC.

5.2. Survey

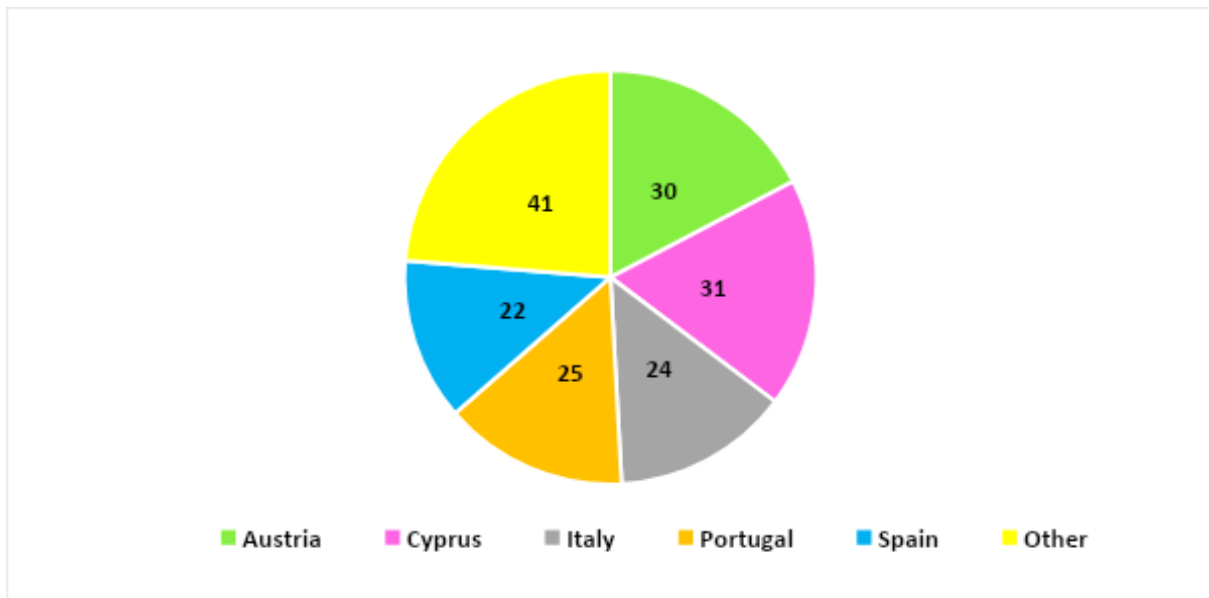
SPORTS INC. survey took place in partner countries and on the European level in September – November 2022. In total 173 questionnaires were collected.

The analysis of responses is presented below.

Question 1: Your country

The respondents came from 15 countries, including the project partner countries (Austria – 30 respondents, Cyprus – 31, Italy – 24, Portugal – 25, Spain – 22) and 10 other European countries: Croatia – 14 respondents, The Netherlands - 8, Bulgaria - 7, Slovakia - 5, Estonia - 2, Denmark - 1, Czechia - 1, Bosnia and Herzegovina - 1, France - 1, Luxembourg – 1.

Chart 6.1: Geographical distribution of survey participants



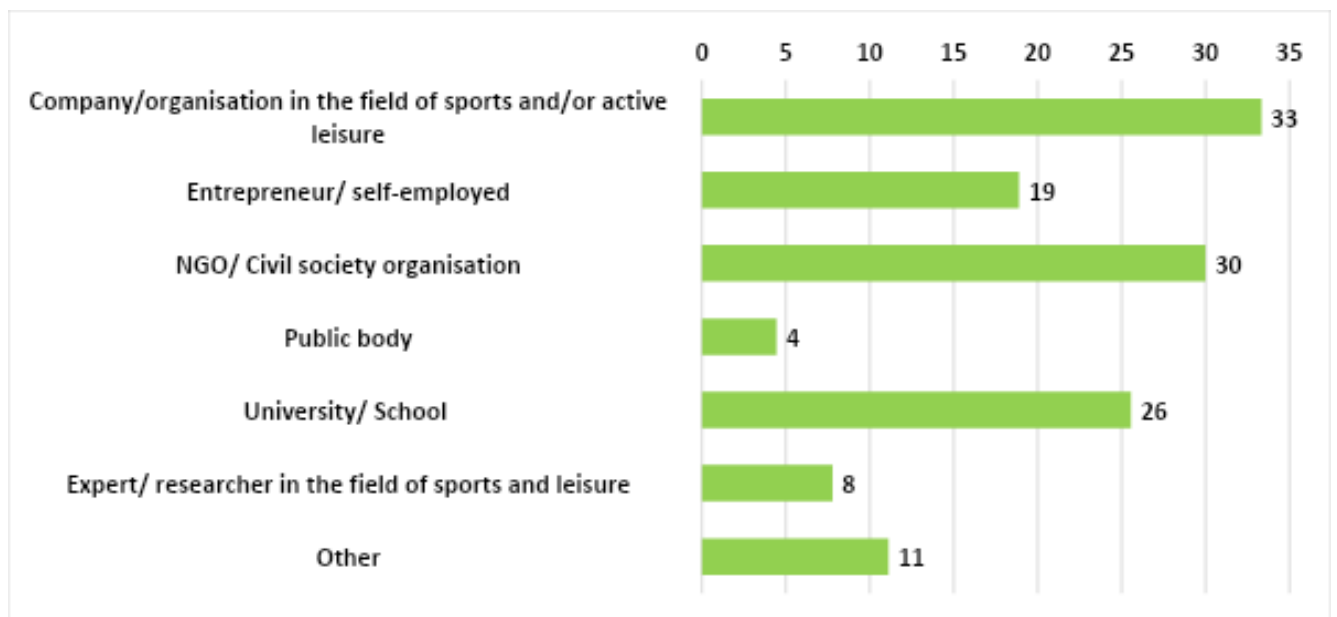
Question 2: Do you belong to one or more of the following?

Most of the respondents came from companies/ organisations active in the field of sports and/or active leisure (29%) and universities/ schools (31%), 23% are entrepreneurs/ self-employed, 20% belong to NGOs/ civil society organisations. Less represented categories were experts/ researchers in the fields of sports and active leisure (6%) and public bodies (4%).

Some respondents marked “Other”, however in most cases they could be included in one of the previous categories, as the organisations/ occupations noted in the comments were city

hall, local government, non-profit, employee in small business that works with children with special needs, marketing and sales manager, etc.

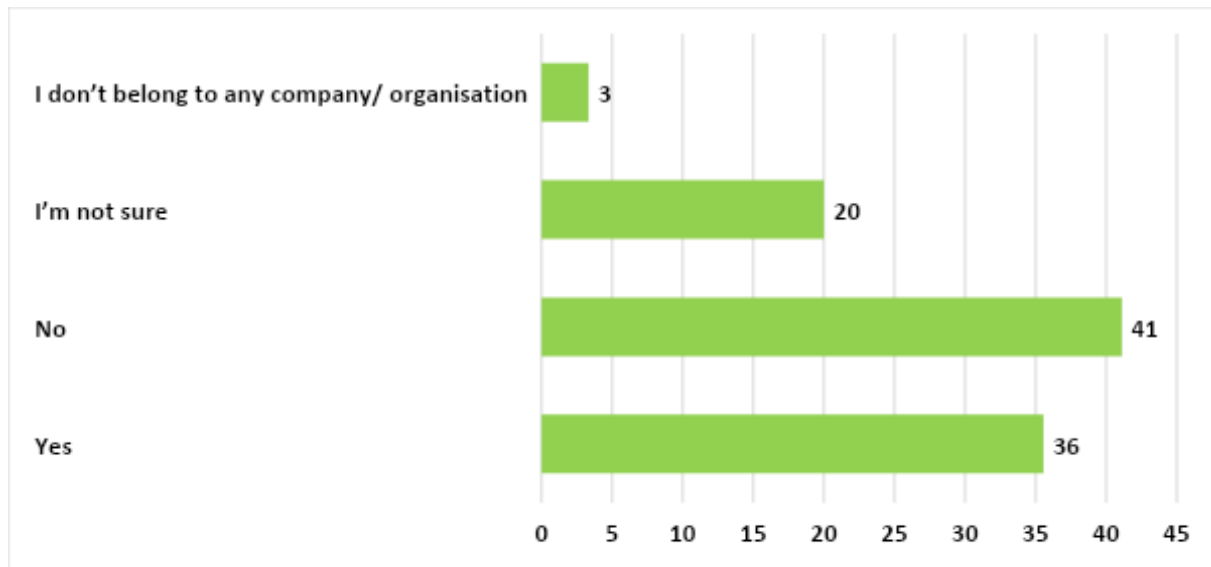
Chart 6.2. Respondents distribution by type of organisation, %



Question 3: Does your company/ organisation employ people with special needs?

We asked 2 questions that would help understand the experience of respondents’ organisations in working with people with special needs – one related to having employees with special needs, and the next one – to serving people with special needs.

Chart 6.3. Respondent organisation’s experience employing people with special needs, %

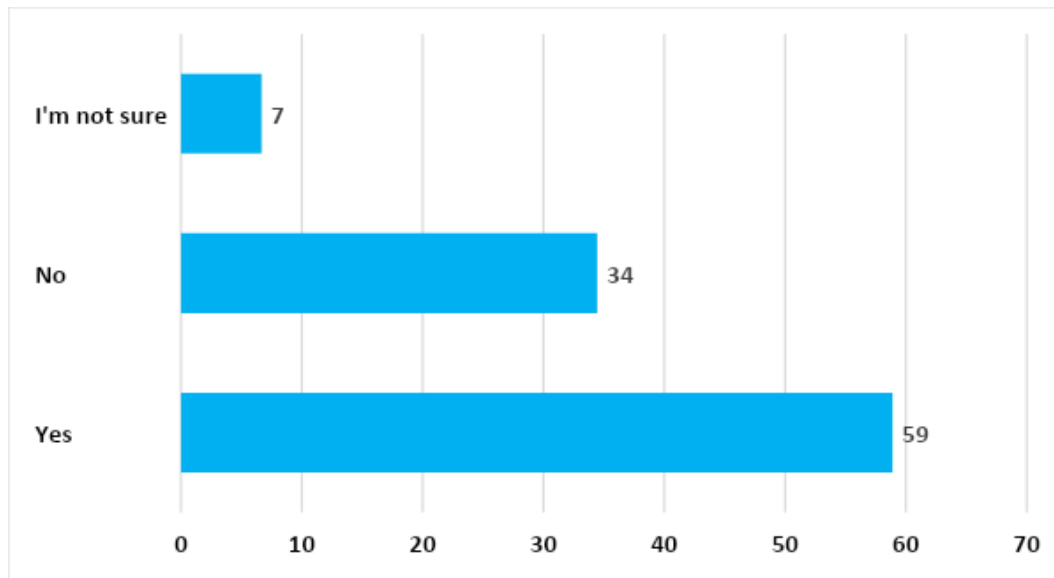


40% of respondents said their company/organisation did not employ people with special needs, 31% said it did, 18% were not sure about it.

Question 4: Do you or your company/ organisation offer services/ products to people with special needs?

Although less than one third of survey participants' organisations employ people with special needs, more than half offer services or products to people with special needs. 36% do not offer products/ services to this target group at the moment, while 10% of the respondents were not sure about it.

Chart 6.4. Respondent organisation's experience serving people with special needs, %



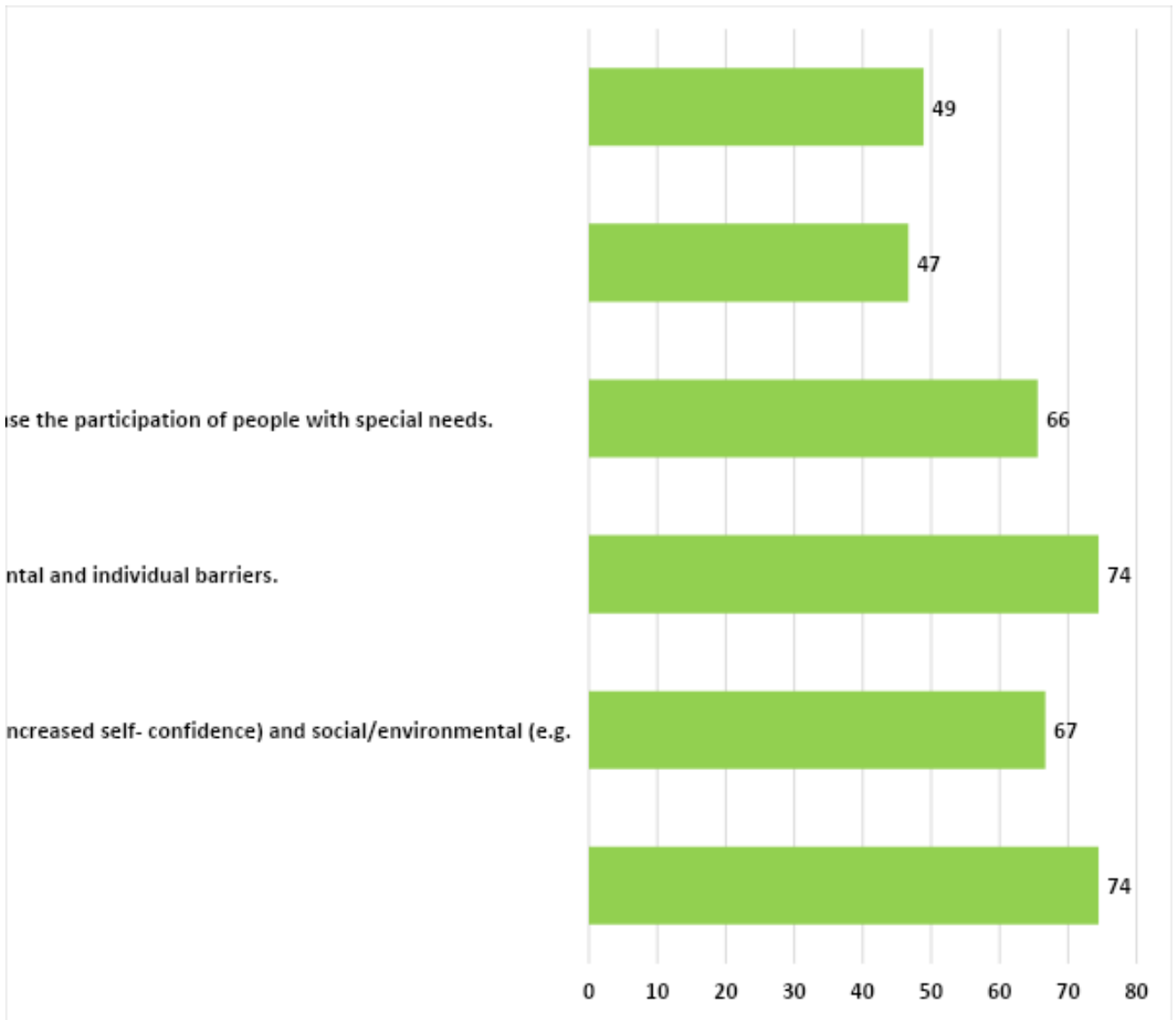
A number of comments were provided regarding the type of services/ products offered by the organisations of the participants, including:

- Swimming lessons for people with special needs
- Events in gymnastics open to people with special needs
- Promotion and organization of sports for athletes with disabilities
- Students with disabilities (blindness, deafness, etc.) enrolled in study programs
- Development of a sports tool which makes soccer possible for people in a wheelchair
- Our services are not directly aimed at people with special needs, but they are included in our services

Question 5: The following statements represent general European trends. Please mark the statements that, in your opinion, apply to your region/ country.

Several statements from European level documents and research were provided, asking the respondents to evaluate whether they apply in their own region/ country.

Chart 6.5. Inclusion trends that apply in respondents' regions/countries, %



72% of respondents agree that people with special needs still face barriers in access to education, employment, recreation activities, and have a higher risk of social exclusion. The second most relevant statement – 66% of respondents agree with it – was that raising awareness and improving the communication on sport and (active) leisure opportunities for

people with special needs may facilitate their participation by overcoming specific environmental and individual barriers.

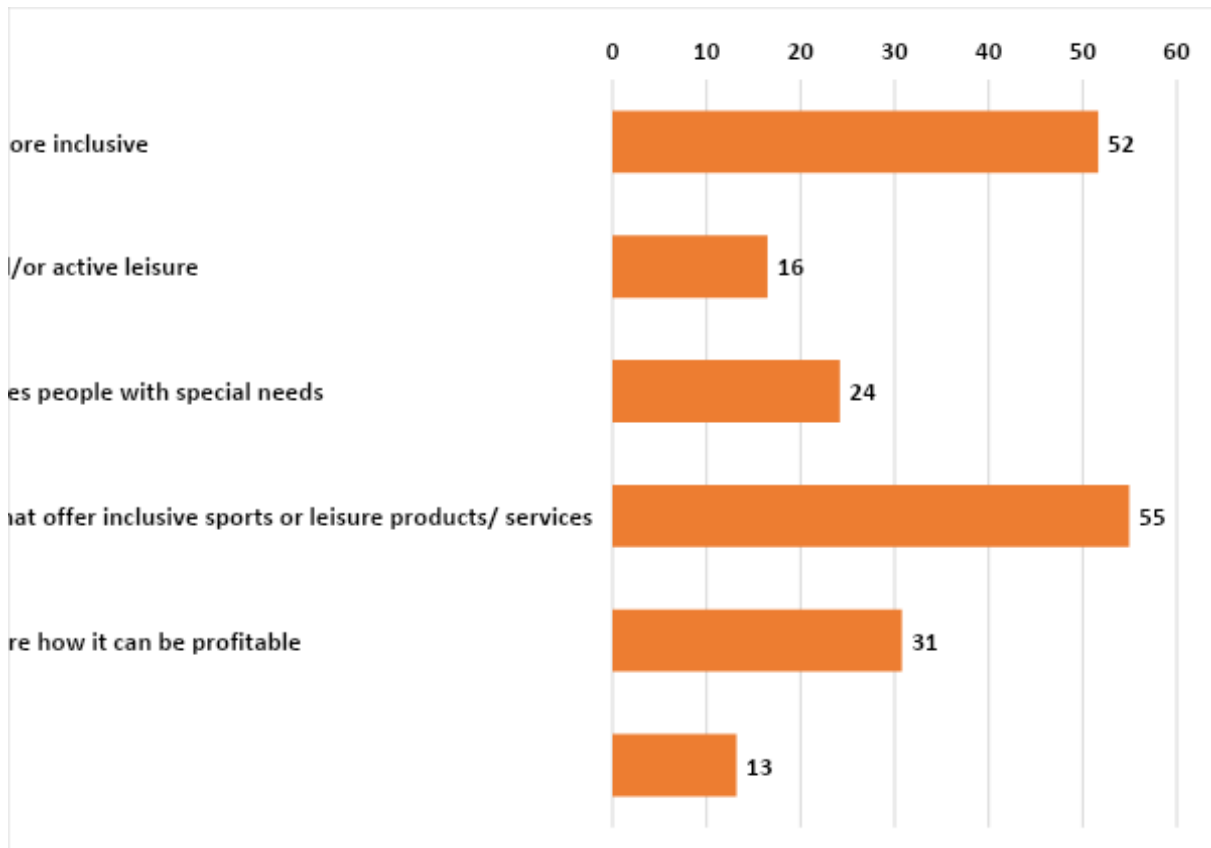
Furthermore, over 60% agree that sport and (active) leisure participation for people with special needs provides benefits at 3 different levels: personal health (mental and physical wellbeing), individual development (e.g. increased self- confidence) and social/environmental (e.g. social integration); and accessibility and suitability of the sporting/leisure facilities, the professionalism of trainers and coaches and the economic affordability of these activities play an important role in order to increase the participation of people with special needs.

Slightly less than 50% of respondents agree that in their region/ country there is insufficient information, training and support on how to make sports and leisure businesses more inclusive. 46% feel that in their region, more and more customers prefer to buy products and services from socially responsible businesses.

Question 6: Which of the following applies to you?

The next question was asked to get a better insight on what could be the respondents' interests in relation to SPORTS INC.

Chart 6.6. Respondents' interests related to SPORTS INC., %



It appears that the biggest share of respondents – over 50% are interested to learn about the existing businesses/ organisations that offer inclusive sports or leisure products/ services. This is quite relevant as 45% would like to make their organisation’s services or products more inclusive, and 21% are interested in starting a business in the fields of inclusive sports and/ or active leisure.

23% would like to start a social enterprise that employs and/or serves people with special needs, while a bigger share – 36% are interested in the idea of social or inclusive business but not sure how it can be profitable.

Several comments were provided in this section, including:

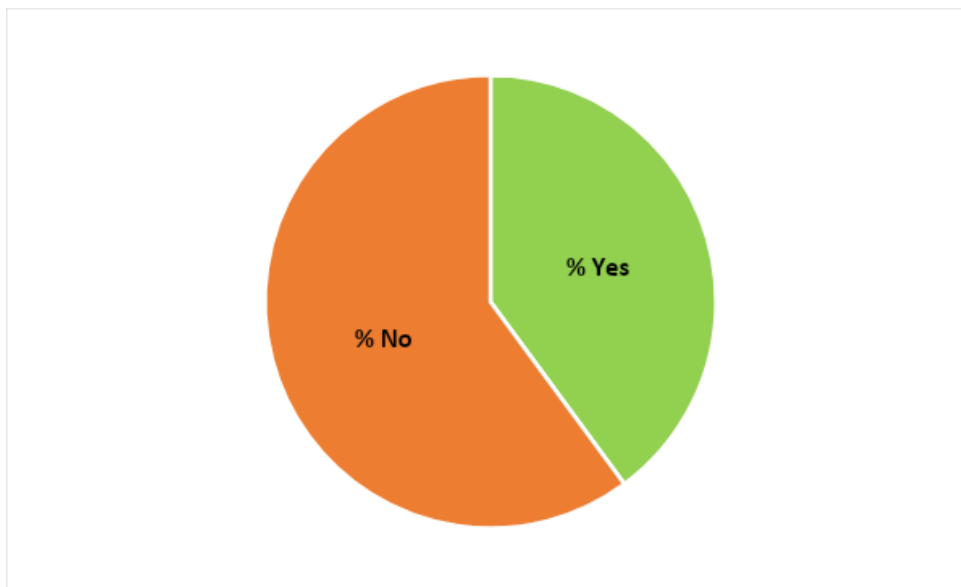
- “We already have a social enterprise which works with people with special needs. We are interested in connecting to other enterprises and businesses, to learn more and to make our services accessible to as many people with special needs as possible.”
- “As a company we are already actively participating in making sports more inclusive, that is part of our job!”
- “I have been working in inclusive organisations and services for a long time.”

- “Entrepreneurs need more information on how a socially responsible business can make a profitable one.”

Question 7: Do you know any organisation that offers inclusive sports or active leisure services?

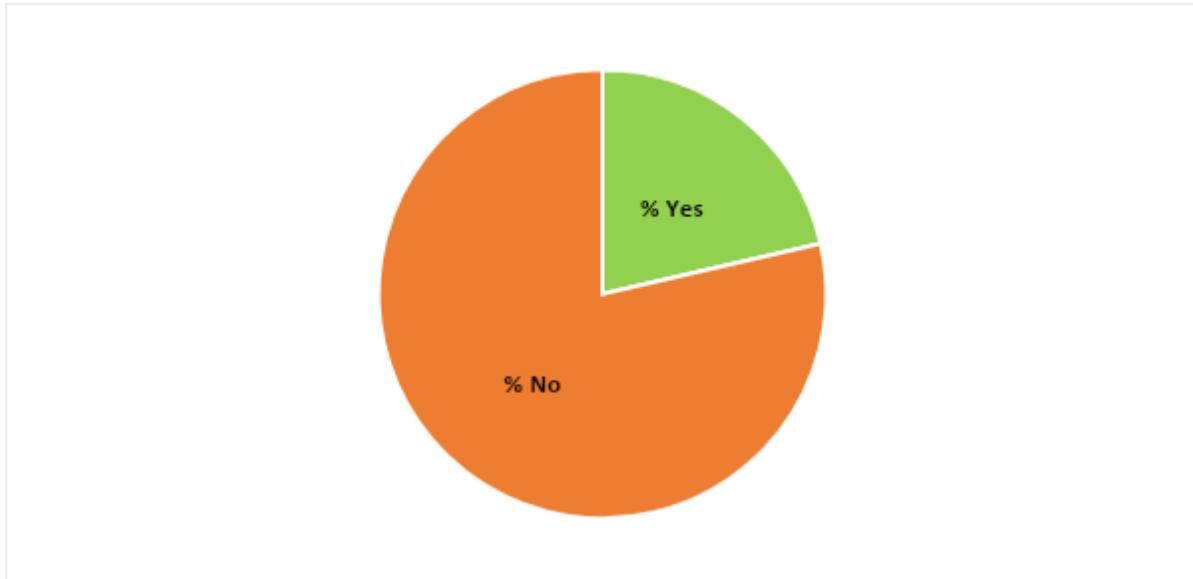
60% of respondents didn't know any organisation that would offer inclusive sports or leisure services, while the others knew and shared over 40 names or links to websites of such businesses/ organisations.

Graph 6.7. Respondents' awareness of organisations offering inclusive sports or active leisure services, %



Question 8: Are you aware of any training programme(s) related to inclusive business or inclusive sports/ leisure?

Even less respondents – only 21% knew training programme(s) related to inclusive business or inclusive sports or leisure:



Those that were aware of such programme(s) were asked if they participated in it/ them, and what competencies were developed/ improved. A few answers were received including:

- Communication and management of sports companies
- Global Sports Mentoring Program gave me a lot of practical knowledge for running an organisation that deals with people with disabilities (social media plan, budgeting, marketing, being a better leader)
- I organise a program: tolerance, empathy, understanding others, resistance to stress
- No, but I heard about STEADY project which aims to increase sports participation of Displaced Youth with Disabilities
- We are trained professionals but still need training programmes to fit the needs of our beneficiaries
- I created my own program and use it to help and educate others
- I did not participate, I developed (<https://in-sport.eu/course-insport/>)

It appears that availability and/or awareness of training programmes on inclusive sports and active leisure is quite limited.

Question 9: In SPORTS INC., we will design a learning programme focused on knowledge and competences that are needed for management of a social enterprise and/ or inclusive sports and active leisure business. Please evaluate the following topics according to their

importance (1 to 4 where 1 is the lowest and 4 is the highest), and indicate if you would like to receive training in each of them.

The table below shows the percentage of respondents that evaluated different potential topics of SPORTS INC. learning programme as important or very important (4 or 5 on the scale from 1 to 5). It also includes the share of respondents that would like to learn more about these topics.

Table 2: Evaluation of importance and learning need of the proposed topics of SPORTS INC. programme

Potential topic in SPORTS INC. learning programme	Important or very important, % of respondents	Would like to learn more about it, % of respondents
What is a social enterprise	82	27
Starting a social enterprise: principles, steps, good practices	88	29
How to effectively support employees with special needs	91	30
Inclusive sports and active leisure: why, what and how	91	32
Designing a strategy for an inclusive business	88	32
Designing inclusive products and services	84	31
Marketing inclusive products and services	81	26
After-sales support for customers with special needs	80	22
Other	31	23

“Inclusive sports and active leisure: why, what and how”, “How to effectively support employees with special needs”, “Starting a social enterprise: principles, steps, good practices”, and “Designing a strategy for an inclusive business” received a slightly higher evaluation, however all proposed topics were evaluated as important or very important by the majority of respondents.

As “Other”, the following potential subjects were proposed:

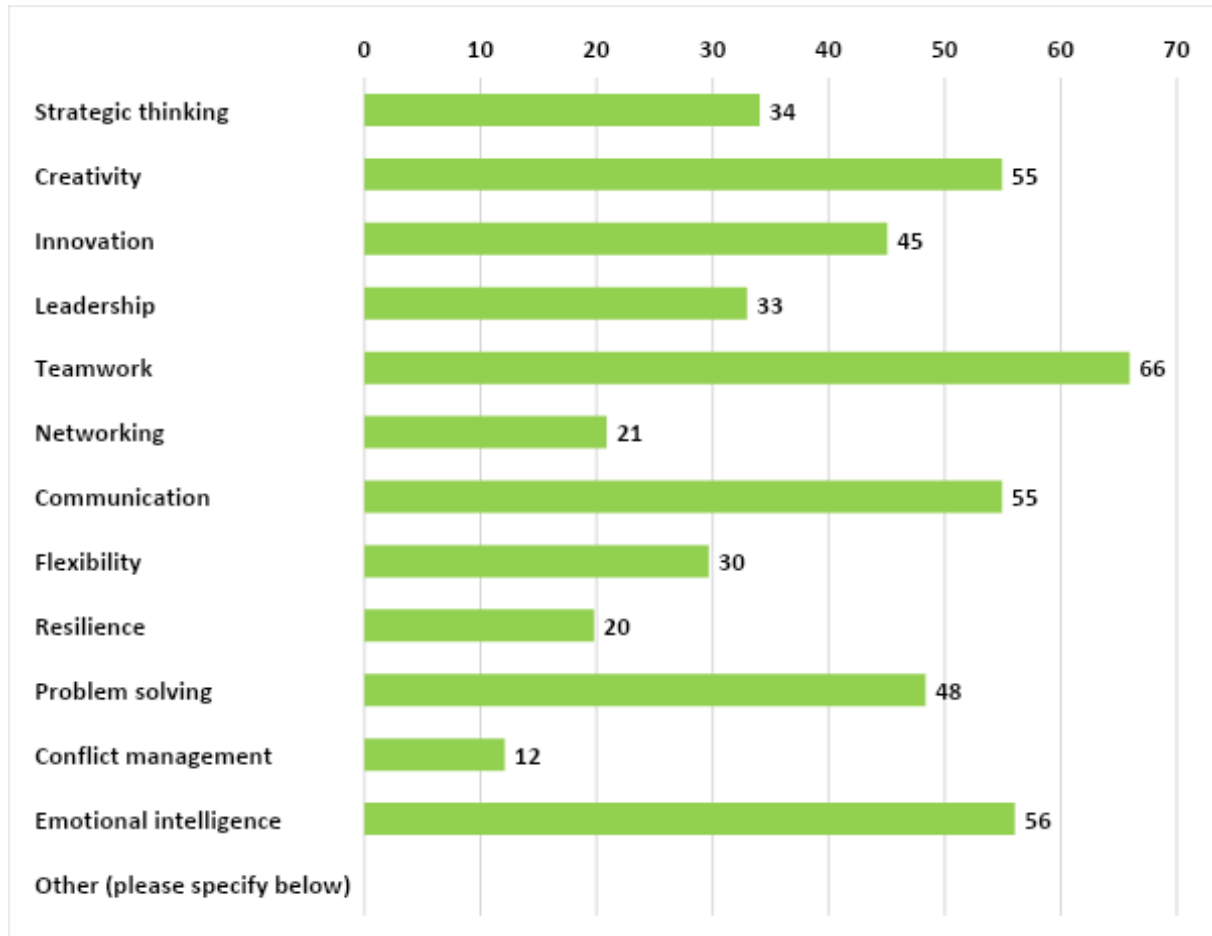
- Financial and legal framework, requirements and benefits of social enterprise
- EU funding opportunities and other financial support for the entrepreneurs developing social enterprise
- How to manage a group of people of several types of disabilities
- Accessibility and understandability of people with disabilities when creating guidelines

- Identifying necessary competencies of teachers, trainers, and future experts in the field (link to manual for inclusive teaching provided)
- Networking
- Advertising
- How to find partners; European partnerships
- Non formal education and sport activities that are inclusive for everyone
- Co-working and collaboration with other organisations with the same aim

Question 10: In your opinion, which of the following skills are the most important in managing an inclusive sports or leisure business?

The participants were given a list of 12 skills and asked to choose up to 5 most important ones, including an optional “other” skill.

Chart 6.10. Most important skills for managing an inclusive sports or leisure business, %



70% of respondents marked Teamwork among the most important skills, 60% - Creativity and Communication, 50% - Problem solving. The other chosen skills in the order of importance were Emotional Intelligence, Innovation, Leadership and Strategic Thinking. It should be considered how some of these skills could be enhanced by SPORTS INC.

6. SPORTS INC. CURRICULUM AND SYLLABUS

The SPORTS INC. curriculum and pedagogical approach are based on the main results of the desk research and survey:

- There is a strong interest in making products/ services of existing organisations more inclusive
- SPORTS INC. learning programme should include sufficient case studies of organisations offering inclusive products/ services
- It would be useful to provide knowledge/ advice/ examples on how to make social/ inclusive business profitable
- SPORTS INC. should explore ways to address the expressed need to connect with other inclusive businesses
- 79% of respondents were not aware of any related training programme – SPORTS INC. has an opportunity to fill the niche
- All proposed topics of SPORTS INC. learning programme have a sufficient level of importance (>80%)
- The strongest expressed learning needs are in “Inclusive sports and leisure: what, why and how”, “How to effectively support employees with special needs”, “Designing strategy for an inclusive business”, “Starting a social enterprise: principles, steps, good practices”
- Including material on financial and legal framework, funding/financial support to social enterprise should be considered
- It is important to make sure that learning materials are accessible and understandable for people with special needs
- Skills considered most important in managing an inclusive sports or leisure business include Teamwork, Creativity, Communication, Problem solving, Emotional intelligence, Innovation.

6.1. Curriculum and Syllabus

Based on the results of SPORTS INC. desk research and survey, SPORTS INC. Curriculum and Syllabus is proposed. It consists of 5 Modules; most of them are composed of several smaller Units.

The structure of each module presented below may be further developed and adjusted in the process of the design of learning programme and materials in PR2.

Module 1 – Introduction

- Introduction to social enterprise
- Introduction to inclusive leisure and sports
- Introduction to universal design
- Introduction to co-creation and co-design

Module 2 - Ideating and Designing Inclusive Leisure and Sports Products and Services

- Market analysis/ trends analysis
- Designing a strategy for an inclusive business
- Ideating and Designing Inclusive Products and Services
- Issues to take into account when designing for people with special needs
- Testing and validating your assumptions
- Indicators and KPIs

Module 3 – Marketing inclusive leisure and sports products and services

- Marketing inclusive products and services
- Marketing tools
- Digital Marketing
- Use of terminology in the right way

Module 4 – After-sales support

- After sales support for customers with special needs

Module 5 – Collaboration & Networking for Inclusive Leisure & Sports

- Networking - how to identify your key stakeholders to collaborate with
- Collaborating with other enterprises (joint or package service offer or product)
- Collaborating with NGOs from ideation, through testing and validation, to support in going to the market

The learning material on various skills that are considered important for managing an inclusive sports and/or active leisure business (Teamwork, Emotional Intelligence, Communication, Creativity, etc.) will be included as further reading/ additional resources.

6.2. Pedagogical Approach

The modules included in the Curriculum follow a logical sequence of Ideation – Design – Marketing – After sales, supported by the first introductory module and the last more horizontal module on collaboration.

The modules and/or units don't have to be followed in a specific order, to allow the learner to choose the knowledge that is most applicable for his/her situation and learning objectives. It is expected that the SPORTS INC. Programme will be joined by people with different roles in inclusive (sports and leisure) businesses/ organisations – potential entrepreneurs still contemplating business ideas, those already involved in inclusive product/ service design and/or management of inclusive organisations or organisations that could become inclusive, staff of civil society organisations, etc. Thus, the modular and flexible learning path is proposed, aiming to offer value to a wider range of audiences, and encourage skills development, knowledge exchange and collaboration.

The standard structure of a learning unit will include:

- “theoretical” part that presents relevant concepts in a concise and easy to understand way,
- case studies for better understanding and inspiration,
- practical assignments/ exercises to help put theory into practice,
- tips and tricks,
- additional learning resources

Local resources, including in their own language, will be added to some modules where relevant, e.g. legal/ support framework of social enterprise in each country.

The content of SPORTS INC. Programme will follow the “thin slicing” approach. This “thin slicing”, otherwise called single-concept learning focuses on one behaviour change, one narrow concept and one slim goal at a time. It is about isolating a single learning concept and, with very limited information, delivering a powerful impact.

Thin slicing starts small—it isolates a narrow, compelling insight and expands it into a bite-size learning module. Thin slicing is more impressionistic than linear learning. It's more emotional than logical. And it's incomplete by design.

Research shows that digital natives—and also older people who are comfortable with technology—want to absorb information in short, compelling, and disjointed bursts.

This approach is considered the most appropriate one bearing in mind the different characteristics of the targeted groups and the specific challenges for disabled learners.

The learning materials of SPORTS INC. will be presented in an online learning space, to be created in PR2. The learning space will be accessible, to make sure it meets the needs of people with disabilities. An online user guide will be developed, to support the learners in the use of the online space.

Blended learning method is proposed, which provides multiple paths for participants to get the message. Individual online learning will be mixed with online or face-to-face workshops.

The pedagogical approach of SPORTS INC. programme is learner-centred and based on constructivist, integrative, reflective and collaborative approaches:

- constructivist approach allows learners to be active in the process of constructive meaning and knowledge and fosters critical thinking,
- integrative approach allows learners to investigate, differentiate matters by relevance, enables them to make connections across curricula and apply the learning to practical situations,
- reflective approach includes the process of self-observation and self-assessment,
- A collaborative approach encourages learners to communicate, work together, complete tasks or solve problems.

The above approaches will be applied by offering a modular learning programme, allowing the learners to construct their own learning path, investigating and deciding which learning units are most relevant to them, applying new knowledge in practical exercises, collaborating with other learners, and undergoing self-assessment. The assessment method and tools will be created in PR2.

7. Annex

7.1. Desk research country summaries

7.1.1. Portugal

In 2021, it was unanimously approved by the Assembly of the Republic that October 20 be officially declared as the National Day of Accessibility.

In Portugal, there are several institutions working to make a positive change of mindset and status for people with impairments. Most Parasports are included as general sports and there's been a 30% raise in the popular view and dissemination of these sports.

We gathered information from top Organisations and raised a flag on the matters that need more work: accessibility, financial support, and business companies with programs for social inclusion.

We reaffirm the need to defend the rights, guarantees, and fundamental freedoms of people with disabilities, through compliance with the legislation, with the supervisory bodies having the responsibility to assume their role and act accordingly so that inclusion and compliance with the principles enshrined in the Convention of the United Nations on the Rights of Persons with Disabilities.

There are currently over +20 programs that can adequately support organized, competitive, high-level sports for people with disabilities.

To mention some:

1. FIT - FITNESS INCLUSIVO A TODOS

It is necessary to determine how many PwDI engage in regular physical activity and define their practitioner profile. If there are some data in relation to formal and federated practice, informal practice is an unknown quantity. It is urgent to carry out a survey of the national reality in terms of the practice of exercise and informal physical activity, with particular importance, in this case, Gyms, Academies, and Fitness Clubs.

It is intended to establish and develop a set of partnerships with entities in the field of Fitness. Carry out a survey of PwDI who practice Physical Exercise and what their needs are for a better framework for them, including collecting the opinion of practitioners. Initial actions will be carried out to present the project to the Gyms, with the FPDD Team and partners available to carry out an accessibility diagnosis.

2. SEDY (ERASMUS +)

The main objective are the study of the current reality of the participation of young people with disabilities in sport, present proposals that increase and encourage inclusion, and equal opportunities in access to sports and increase in the number of young people with disabilities in sport; Develop and put into practice a sport participation and inclusion tool for the creation of instruments and practical interventions that help young people with disabilities to become more physically active; Create educational materials, with pedagogical purposes, that help professionals in the sector to intervene better with young people with disabilities.; Measure the impact of the SPIN tool on young people and professionals.

3. PARAPOWRLIFTING

Powerlifting is one of the Paralympic Movement's fastest growing sports in terms of participants and is now practised in nearly 100 countries. This project brought the first and only Para powerlifter, Frago, proud to be smallest in the field.

4. CONHECER MAIS PARA INCLUIR MELHOR

The "Know More to Include Better" Project was born in 2015 with the aim of deepening links with Universities and Higher Institutes, creating opportunities to disseminate the scientific work of these bodies, their professors, researchers and students, namely through the publication of scientific articles which will appear in a dedicated Notebook in the FPDD Magazine "Sports and Physical Activity for All".

Objectives: protocols will be created with institutions of higher education where lectures will be held with coaches and other sports agents who can share practical issues with relevance to be investigated and researchers who have carried out research work in the area of physical activity and adapted sport in order to encourage other researchers and future physical activity professionals and sports coaches to invest in research work.

5. RUGBY SOBRE RODAS

Wheelchair Rugby is a priority modality of the FPDD's action and has been experiencing sustained growth in Portugal. In 2021, through the financial support of the Talent Detection and Development project, it was possible to create the National Team that had its debut in the "Iberian Wheelchair Rugby Cup" against the Spanish national team.

The modality's growth was also verified with the creation of a new development center in Seixal that allows the capture of new athletes in the south zone and the possibility of the athletes to have training more frequently.

Despite the growth of Wheelchair Rugby, this is a sport that still needs a large investment in attracting new athletes and creating conditions for the development of the modality, namely in the acquisition of material, given that it is a modality collective in a wheelchair and quite specific for a certain type of motor functionality.

In 2022, the FPDD continues to want to invest with the aim of participating in future international competitions that make up the competitive framework of World Wheelchair Rugby (WWR). In this sense, the FPDD intends to continue to develop a Talent Detection and Development program for the Wheelchair Rugby modality within the scope of its development strategy for the modality.

As in most countries in Europe, there are six defined disabled groups in competitive and top-level sports: Sportspeople with distinct physical impairments (missing arms or legs, cerebral palsy, wheelchair users), visually impaired (partial or total loss of sight), hearing-impaired athletes, and lastly the group of athletes with intellectual disabilities.

The main conclusions of from several organisations were:

- More data are needed to better compare the reality of youth sports.
- Schools play a very important role in the process.
- Inclusion should be a key starting point.
- It is important that there is an “empowerment” of skills in sports.
- Individual and qualitative approaches are needed.

Leisure activities

The activities developed, as Social Responses, are organised in a personalised way and organise two types of intervention: socially useful activities and occupational activities that have as their objective the creation of conditions of physical and psychological balance to allow clients to develop their personal development., human dignity and quality of life.

We found that APCV has these Social Responses implemented in two of its equipment: at the Headquarters in Viseu (CAO I and II) and in Oliveira do Conde.

The main problem is the lack of accessibility for buildings, but also the lack of leisure activities and mobility in rural areas of Portugal. Most families that have members in need of special accessibility and education need to travel or move to the great areas of Lisbon, Viseu and Porto.

7.1.2. SPAIN

National level policies

INCLUSIVE SPORT II is a program from the National Sports Council that seeks to promote the practice of sports for people with disabilities as a tool for their social integration. The main ways of developing the project will be:

- Promotion of physical activity in inclusive settings
- specialized training
- Accessibility to sport
- Sports plan for the promotion of inclusive competitions
- Communication and dissemination of the value of inclusive sport and its achievements

The programme is running from July 1, 2021 to June 30, 2024.

In November 2022 a new Law on Sports started its approval process, and explicitly includes references to the integration of persons with disabilities.

There are less references or activities related to leisure.

Existing research

There is a considerable body of research on inclusive leisure and sports published in Spain, many of which focus on the benefits of these activities for people with disabilities and/or special needs, with also more targeted research, e.g. focussing on persons with the Down syndrome. There seems to be a larger research body related to inclusive leisure than on inclusive sports.

We have not identified any research which analysed the business opportunities of inclusive sports or leisure, not even from a social enterprise or special employment perspective.

Training programmes

There is a considerable offer of courses, the se focus mainly on 2 types of learners

1. Professionals from the leisure or sports sector

2. Professionals and volunteers working with people with disabilities and/or special needs.

Most courses have as main focus giving them the knowledge and skills related to inclusive sports or leisure to be applied directly in their daily activities and interaction with their users. For the sport/leisure professionals focus is more on how to make their activity more inclusive, for the ones working with people with disabilities and special needs on how to organise sports and leisure activities for their users/beneficiaries.

The offers also include specialisation and post-doc courses but these are more focussed on sports related activities and targeting students and professionals related to physical education and sports. The large majority of the courses however are offered as continuous vocational training.

However the business component is often neglected and the more commercially focussed offer of inclusive sports and leisure activities and related entrepreneurship is not considered in the current training offer.

Case studies

There are many activities in the field of inclusive leisure and sports in Spain, the sample detected includes a wide range of activities offered, and a variety of types of organisations that offer these, from NGOs to Municipalities, but also a significant number of businesses include a related offer.

Activities offered by public bodies focus more on social inclusion through sports and leisure, while addressing this issue in combination with offering more activities in the field of health and wellbeing of their beneficiaries.

7.1.3. CYPRUS

SPORTS INC. desk research took place in Summer 2022, and focused on detecting the existing research, training programmes and case studies on inclusive sports and active leisure.

Existing research

5 documents were identified, related to inclusive sports and leisure in Cyprus: “Sports for All Philosophy: The evolution in Cyprus and the Transfer from a Sport to a Health Orientation” (2009), Alternative report: First Civil Society Report on the Implementation of the United

Nations Convention on the Rights of Persons with Disabilities in Cyprus (2016), Cyprus National Report: Analysis of labour market realities and challenges in the sport and physical activity sector (2019), CSR in Cyprus Sport (2020), Cyprus physical activity factsheet 2021.

Based on the above documents/ research:

- The objectives of the National Plan to Support Vulnerable Population Groups includes raising awareness among the groups of the benefits of greater involvement in physical activity,
- The main skills that need improvement in sports and physical activity sector is the ability to work with the elderly, children and the disabled,
- There is difficulty in training staff of organisations in Cyprus as there is lack of training opportunities at local level,
- There is still little recognition of the significance of the “universal design” principle or development of universally designed goods or services in Cyprus.

Training programmes

We looked for training programmes with specific focus on inclusive sports and/or active leisure, or focus on inclusive business & entrepreneurship. The education programmes for sports/ leisure professionals taught at local colleges and universities include information on inclusive sports and leisure, related laws, psychology and ethics, however no openly available courses/ training programmes were detected.

4 training programmes were found online (in English):

- “Inclusive Club Kick Starter” - for people who want their community sport or recreation club to be more reflective of the diversity in their community;
- “Inclusion Action Plans That Work” - step-by-step process of developing an effective inclusion action plan for sports club/ organisation;
- “Sport for Sustainable Development: Designing Effective Policies and Programmes” – on how to design, implement, and measure the impact of sport-based policies and programmes using best practices;
- “Disability Inclusion Training Online Workshop” - how to adapt and modify sport, physical activity/ education sessions to make them more accessible and inclusive for people with disabilities.

None of the above programmes is free of charge.

Case studies

Several examples of activities in the field of inclusive sports and active leisure were identified that could be used as case studies – 2 in Cyprus and 1 in the UK. The case studies include archery for people with different disabilities (Cyprus), accessible beaches (Cyprus/Greece), and lifelong participation in inclusive dance and fitness classes and workshops.

7.1.4. AUSTRIA

Parasports have a positive special status in the Austrian scenario but are de facto administratively excluded from general sports.

Numerous financial programs can adequately support organised, competitive, high-level sports for people with disabilities. However, this does not apply to amateur sports, sports for beginners, or sports for promising athletes who wish to enter professional sports through their performances.

There are currently six defined disabled groups in competitive and top-level sports: Sportspeople with distinct physical impairments (missing arms or legs, cerebral palsy, wheelchair users), visually impaired (partial or total loss of sight), hearing-impaired athletes, and lastly the group of athletes with intellectual disabilities. For other groups with different impairments, the offer narrows down.

Sports events rarely include sign language interpretation, which would facilitate and broaden the pool of participants from other groups. This applies to both athletes and spectators. Audio commentary for the visually impaired is likewise quite uncommon.

While it is required by law for the accessibility of public spaces such as stadiums, the praxis is very different. Conformity to the law is not often guaranteed.

Currently, statutory social insurance only has a limited role in the funding of sports.

The AUVA (General Work Accident Insurance Institution) has already made significant financial contributions to the field of impaired sports (e.g. supporting the Paralympics).

Leisure activities

A resolution on the accessibility of cultural institutions and cultural activities for people with disabilities was adopted by the EU as early as May 2003. Through the resolution, the Council urged the Member States to increase the accessibility of cultural institutions and encourage the participation of people with disabilities in cultural activities. The EU Disability Strategy

and the UN Disability Rights Convention both mention the significance of enabling individuals with impairments to fully participate in cultural life and leisure activities.

The main problem in this field does not come only from the accessibility of the buildings, but also to guarantee persons with learning disabilities and sensory impairments to experience and appreciate the arts and culture, for example through tactile, visual, and aural presentations.

Additionally, it's important to encourage people with disabilities to actively participate in cultural activities and to lessen society's prejudices to create broader sport opportunities for everyone.

7.1.5. ITALY

Existing research

ERGON researched the organisations and methods used in Italy and Europe to promote the inclusion and participation of people with disabilities. Three researches and theses emerged analysing the benefits of sports inclusion for people with disabilities and the resulting social impact on all citizens.

Disability sports - the ability to inclusion?

This is research on the organisational integration and inclusion of athletes with disabilities in local and mainstream sport associations in the Netherlands. In the Dutch government, the social role of sports is increasingly emphasised, with the goal of providing equal opportunities for everyone to participate in sports activities. Therefore, initiatives have been created in which disability sports are integrated into local and mainstream sports associations, applying real inclusion.

Specialmente atleti: lo sport come strumento per lo sviluppo dell'autonomia, dell'inclusione e del benessere delle persone con disabilità intellettiva

The thesis of the Bachelor's degree student in Professional Education has mainly one objective: to prove the possibility for people with intellectual disabilities to practise sports and how this can be a

useful tool to promote their inclusion and well-being. In addition, the concept of inclusion promoted by the ICF (International Classification of Functioning, Disability and Health) and the CRPD (UN Convention on the Rights of Persons with Disabilities) is explained. Finally, the evolution of the international Special Olympics movement is presented with its goals.

Sport as a means of inclusion and integration for "those of us with disabilities"

The Greek qualitative study conducted 20 interviews with people with disabilities of both sexes about sports as a tool or means of social inclusion for people or athletes with disabilities. They have found that people with disabilities face many forms of social exclusion (attitudinal, environmental and institutional) in their daily lives, yet sports participation plays a significant and positive role in their lives. In addition, the use of more inclusive language, such as "Those of us with disabilities," helps eliminate stereotypes.

Training programmes

Next, ERGON researched existing courses nationwide and identified the following 4 as the most representative:

1. Coach for Inclusion: Special Olympics Italia organised a course to become a coach for inclusion. The course is divided into three levels: each level is characterised by an 8 hours workshop. After the third level people have to pass a test in order to get the patent and the Inclusive Coach qualification.
2. Sport Inclusion Tutor: the municipality of Reggio Emilia organised a first level course to become a disability sports operator thanks to the 18 online hours. The participation in the course provides a release of qualification of disability sports operator, inclusion in the CEAF national register and in the database of potential tutors of All Inclusive Sport.
3. Sports operator for people with disabilities: Modena committee organised a first level course dedicated to sports operators and all those who out of passion and dedication love to work with people with disabilities: the course provides the basic knowledge to work, through sport and physical movement, with a type of special users. It is an online course that after 22 hours gives you the certification "Gymnastics for All" and the qualification "First Level CONI Sports Educator of Disability".
4. Progetto IntegrAzione: Aquarella, a Turin-based project, organises initiatives for children with disabilities from the first weeks of life until about age eight. For Aquarella, therefore, the relationship with parents is also necessary and important. The course consists of 60-minute sessions on 4 areas: social, psychomotor, emotional and cognitive.

Case studies

ERGON has identified two national case studies, illustrated below, in which sport can be used in an inclusive way for people with disabilities

Special Olympics

Special Olympics aims to counter the marginalization and exclusion of people with intellectual disabilities by enhancing their abilities. The actions and strategies implemented have at their center the Athlete's well-being, psychophysical and relational, and involve the entire community. Special Olympics is also for schools and young people: in this case the winning strategy is the unified sport.

Baskin

Baskin is a new sport designed to allow able-bodied and youth with disabilities to play on the same team (made up of both boys and girls!). In fact, baskin allows the active participation of players with any type of disability (physical and/or mental) that allows shooting in a basket. Children work on the following aspects: self-confidence, ability to combine sacrifice with pleasure, psychomotor skills and interaction with children and adults.

Conclusion

After analysing various organisations and research on inclusive sport, we can see that Europe is in the right direction to create accessible spaces for people with disabilities. However, existing courses and sports venues can and should be increased to enable the full and complete inclusion of people with disabilities in the world of all citizens.

7.1.6. COUNTRIES OUTSIDE OF SPORTS INC CONSORTIUM - by ACES EUROPE

ACES Europe, thanks to the vast network made up of the many Municipalities awarded in recent years as European Capital/City/Town/Community of Sport in all Europe, lead the research in countries not covered by the consortium with their delegates.

Existing research

The research focused on some countries such as Slovakia, Croatia, Holland, Turkey and other researches that involved more countries at the same time.

For example, in Slovakia we are selected for research conducted on 5 people with disabilities active in the world of sport (18-35 years). This research showed how sport occupies an important place in the inclusion of people with disabilities, in particular to create social contacts and inclusion.

In the Netherlands, we focused on the instrument used by the Municipalities called the WMO (Social Support Act). From 1 January 2015, municipalities are responsible for

supporting the self-reliance and participation of people with disabilities, chronic psychological or psychosocial problems.

Other research, conducted simultaneously in more countries, focused on the analysis of three important values in the sport with disabilities, as acceptance, interaction and identification and a series of recommendations for local governments to improve this area and encourage a better inclusion in the society.

Case studies

In this area we selected three case studies, in Croatia and The Netherlands.

In Croatia we have two best practices: JUDO Inclusion and Rijeka Sport Association.

Judo Inclusion is a project of physical activity which includes children with mental difficulties. A project that had an important goal as the education of association's experts and training the judo trainers for working with children with developmental issues.

The Rijeka Sport Association has worked for many years to promote sport among young people with different types of disabilities, for example the European project called "Kids" that had as its main goal to increase the level of inclusion in the society.

In The Netherlands, there is the organisation "Fonds Gehandicaptensport" which through various fundraising activities manages to help many people with disabilities to practise sport, for example financing a sports aid or inspiring people with disabilities to start a sport activity

Conclusion

In conclusion, we can say that in Europe there is more awareness about inclusion in sport, with various projects oriented in this direction. However, there is a need to raise awareness of these topics, so that knowledge for stakeholders can increase and consequently the possibilities for people with disabilities, both to practise sports and training programs for teachers/educators.

7.2. Survey questionnaire

SPORTS INC. is an Erasmus+ project (2022-2024) that encourages and supports the efforts to make sports and active leisure more inclusive, and social businesses more successful.

SPORTS INC. Survey aims to clarify what competences businesses, potential entrepreneurs and civil society organisations need to develop in order to successfully start a social enterprise and/ or design and market products and services that are inclusive and meet the needs of a customer with special needs.

In SPORTS INC., special needs are understood as various requirements that arise from individual's physical, emotional or mental conditions (e.g. disabilities, age, etc.), which can make it more difficult to get involved in sports or active leisure.

We would be grateful for your participation in this research. Completing the questionnaire should take about 10-15 minutes of your time. Please be assured that all answers you provide will be kept confidential.

*Thank you!
SPORTS INC Team*

1. Your country

- Portugal
- Spain
- Belgium
- Cyprus
- Austria
- Italy
- Other (please specify)

2. Do you belong to one or more of the following?

- Company/organisation in the field of sports and/or active leisure
- Entrepreneur/ self-employed
- NGO/ Civil society organisation
- Public body
- University/ School
- Expert/ researcher in the field of sports and leisure
- Other

3. Does your company/ organisation employ people with special needs?

- Yes
- No
- I'm not sure
- I don't belong to any company/ organisation

4. Do you or your company/ organisation offer services/ products to people with special needs?

- Yes
- No
- I'm not sure

Comment (optional):

5. The following statements represent general European trends. Please mark the statements that, in your opinion, apply to your region/ country.

- People with special needs face barriers in access to education, employment, recreation activities, and have a higher risk of social exclusion.
- Sport and (active) leisure participation for people with special needs mainly provides benefits at 3 different levels: personal health (mental and physical wellbeing), individual development (e.g. increased self- confidence) and social/environmental (e.g. social integration).
- Raising awareness and improving the communication on sport and (active) leisure opportunities for people with special needs may facilitate their participation by overcoming specific environmental and individual barriers.
- Accessibility and suitability of the sporting/leisure facilities, the professionalism of trainers and coaches and the economic affordability of these activities play an important role in order to increase the participation of people with special needs.
- More and more customers prefer to buy products and services from socially responsible businesses.
- There is insufficient information, training and support on how to make sports and leisure businesses more inclusive.

Comment (optional):

6. Which of the following applies to you? (Mark ALL that apply)

- I would like to make my company/ organisation's services/ products more inclusive
- I am interested in starting a business in the field of inclusive sports and/or active leisure
- I am interested in starting a social enterprise that employs and/or serves people with special needs

- I am interested to learn about the existing businesses/ organisations that offer inclusive sports or leisure products/ services
- I am interested in the idea of social or inclusive business but I'm not sure how it can be profitable
- None of the above

Comment (optional):

7. Do you know any organisation that offers inclusive sports or active leisure services?

- Yes
- No

If Yes, could you please share the name of this organisation or link to their website?

8. Are you aware of any training programme(s) related to inclusive business or inclusive sports/ leisure?

- Yes
- No

If Yes, have you participated in such a training programme and what competences have you developed/ improved?

9. In SPORTS INC., we will design a learning programme focused on knowledge and competences that are needed for management of a social enterprise and/ or inclusive sports and active leisure business. Please evaluate the following topics according to their importance (1 to 4 where 1 is the lowest and 4 is the highest), and indicate if you would like to receive training in each of them:

Topic	Importance	I would like to learn more about this
<input type="radio"/> What is a social enterprise		
<input type="radio"/> Starting a social enterprise: principles, steps, good practices		
<input type="radio"/> How to effectively support employees with special needs		
<input type="radio"/> Inclusive sports and active leisure: why, what and how		
<input type="radio"/> Designing a strategy for an inclusive business		
<input type="radio"/> Designing inclusive products and services		
<input type="radio"/> Marketing inclusive products and services		

- o After-sales support for customers with special needs

10. In your opinion, which of the following skills are the most important in managing an inclusive sports or leisure business? Please mark maximum 5 skills.

- o Strategic thinking
- o Creativity
- o Innovation
- o Leadership
- o Teamwork
- o Networking
- o Communication
- o Flexibility
- o Resilience
- o Problem solving
- o Conflict management
- o Emotional intelligence
- o Other (please specify below)

Comment (optional):

PERSONAL INFORMATION (Optional)

Your name

If you would like to receive further information about SPORTS INC. project, please provide your email address:

Thank you for your participation in SPORTS INC. survey!